REPORT RESUMES

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TRAINING AND EDUCATION DEPARTMENT CURRICULA.

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CASWELL SCHOOL, KINSTON, N.C.

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DESCRIPTORS- *EXCEPTIONAL CHILD EDUCATION, *CURRICULUM, *MENTALLY HANDICAPPED, TRAINABLE MENTALLY HANDICAPPED, EDUCABLE MENTALLY HANDICAPPED, CURRICULUM GUIDES, ADOLESCENTS, CHILDREN, EDUCATIONAL OBJECTIVES, ELEMENTARY EDUCATION, INSTRUCTIONAL MATERIALS, PHYSICAL EDUCATION, RESIDENTIAL SCHOOLS, SECONDARY EDUCATION, PREVOCATIONAL EDUCATION, CASWELL SCHOOL, MURDOCH SCHOOL, O'BERRY SCHOOL,

ACADEMIC CURRICULUM OBJECTIVES ARE PRESENTED FOR THE EDUCABLE MENTALLY RETARDED IN (1) KINDERGARTEN AND PRIMARY CLASSES AND (2) INTERMEDIATE AND SECONDARY CLASS LEVELS. CURRICULUM IS OUTLINED IN TERMS OF EMPHASIS AND TIME ELEMENTS. THE FOLLOWING ARE OUTLINED FOR EACH LEVEL--ACADEMIC READINESS, SOCIAL GROWTH, PHYSICAL GROWTH AND HEALTH, AND MENTAL HEALTH. PREVOCATIONAL TRAINING OBJECTIVES ARE PRESENTED FOR THE OLDER LEVEL. HOME ECONOMICS AND INDUSTRIAL ARTS CURRICULA ARE INCLUDED IN THE ACADEMIC PROGRAM. A SECTION ON THE TRAINABLE RETARDED PRESENTS GENERAL OBJECTIVES, PROGRESS SHEET FORMS, AND TEACHING GOALS IN THE AREA OF SELF-CARE, SOCIAL DEVELOPMENT, AND GENERAL ACTIVITIES IN ART, MUSIC, NUMBERS, AND COMMUNICATION. PREVOCATIONAL TRAINING ACTIVITIES ARE INCLUDED FOR THIS GROUP ALSO. A PROGRAM OF PHYSICAL EDUCATION AND PERSONAL AND MENTAL HYGIENE, INCLUDING DAILY LESSON PLANS, IS PROVIDED FOR BOTH THE TRAINABLE AND THE EDUCABLE. RESOURCES AND INSTRUCTIONAL MATERIALS ARE LISTED. (VO)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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TRAINING AND EDUCATION DEPARTMENT CURRICULA

CASWELL SCHOOL
KINSTON, NORTH CAROLINA

SEPTEMBER 1962

ACADEMIC SCHOOL CURRICULUM

CURRICULUM OUTLINE

ACADEMIC SCHOOL PROGRAM
(Educable Students)

NORTH CAROLINA HOSPITALS

BOARD OF CONTROL

CASWELL SCHOOL
MURDOCH SCHOOL
O'BERRY SCHOOL

1959-1962

REVISED
1962-1963

FORWARD

A committee of teachers from the three schools worked out and recommended the following curriculum objectives which were adopted by the Training and Education Directors of each school:

- I. Kindergarten and Primary Class Levels
    - A. Academic Readiness
    - B. Social Growth
    - C. Physical Growth and Health
    - D. Mental Health

- II. Intermediate and Secondary Class Levels
    - A. Academic Development
    - B. Social Growth
    - C. Physical Growth and Health
    - D. Mental Health
    - E. Prevocational Training

An outline of the major objectives and suggested activities to cover these objectives is contained in the following pages. It will be necessary for each academic teacher to study this outline thoroughly prior to commencing work with assigned classes.

In addition to the curriculum outline, several listings of resource materials, textbooks, filmstrips, etc., available at each school is given.

Teachers will follow a formal sequential pattern of instruction covering the major objectives outlined above, but no specified amount of time or method, etc. will be required in covering each objective. The teacher, with the help of other staff members, will be expected to analyze the needs of each individual and develop the curriculum for that individual according to his needs.

KINDERGARTEN AND PRIMARY LEVEL

TEACHERS SHOULD TAKE NOTE THAT THE OBJECTIVES HAVE BEEN LISTED IN ORDER OF THEIR IMPORTANCE AS TO EMPHASIS AND TIME ELEMENT. WITH THE EXCEPTION OF OBJECTIVE A, ALL OTHER OBJECTIVES ARE SUPPLEMENTARY, AND SHOULD BE TAUGHT INCIDENTALLY AS OPPORTUNITIES ARISE.

A. ACADEMIC READINESS

1. Recognition of shapes and forms
    - a. Use of puzzles
    - b. Use of readiness charts, which include all shapes and forms
    - c. Use of blocks, balls
    - d. Identifying like objects and weights
    - e. Matching objects
    - f. Studying likenesses and differences of objects, according to shape, weight, size, color

2. Sensory Skills
    - a. Montissori kit
    - b. Sound cylinder kit
    - c. Use of salt, sugar, etc.
    - d. Rhythm instruments for sounds
    - e. Use of audio aids
    - f. Use of clay, cotton, sandpaper, animals, sharp and dull objects

3. Color Concept
    - a. Learn to sort colors without naming them
    - b. Learn color names
    - c. Learn to read and write color names
    - d. Color combinations

4. Number Concepts
    - a. Use of many versus few
    - b. Use of wooden blocks in number shapes
    - c. Grouping like numbers together
    - d. Use of small change
    - e. Small versus large groups of things
    - f. First - last
    - g. Empty - full for containers

5. Letter Concepts
    - a. Letter blocks - learn alphabet
    - b. Cutting out letters through tracing
    - c. Letter flash cards
    - d. Raised letters
    - e. Flannelgraph letters
    - f. Finding letters of one's name
    - g. Duplicating letter books
    - h. Tracing one's name

6. Maintaining attention
    - a. Listening games, closing eyes and determining origin and type of sound
    - b. Finding missing pictures games
    - c. Nursery rhymes, records of stories and songs
    - d. Simple sequential physical exercise drills

7. Use of classroom materials (chalk, pencils, scissors

8. Class routine
    a. Answering roll
    b. Devotionals
    c. Lesson assignments
    d. Dismissal

9. Art
    a. Finger painting
    b. Use of crayons
    c. Clay
    d. Coloring within lines
    e. Paper cutouts
    f. Creative drawing and coloring

10. Music
    a. Singing - humming, whistling
    b. Rhythm band
    c. Records
    d. Sound discriminations - High versus low, loud versus soft, bell sounds, musical scale, tapping sounds, squeaking, cracking sounds, etc.
    e. Interpretive dancing

11. Motor skills
    a. Tracing
    b. Cutting
    c. Pasting
    d. Puzzles
    e. Building with blocks, pegs, cards, etc.
    f. Games, skipping, climbing steps
    g. Coloring
    h. Skipping rope
    i. Form board
    j. Ball games
    k. Bead stringing

12. Language - communicative skills
    a. Answering roll call
    b. Identifying objects and things
    c. Story telling
    d. Use of mirror to see self speak and to teach mouth, lip, and tongue movements in letter sounds
    e. Use of tape recorder
    f. Letter sounds
    g. Field trips
    h. Playing telephone
    i. "Fun with Speech" records
    j. Rhymes and riddles
    k. Vocabulary drill

B. SOCIAL GROWTH
1. Cooperation
    a. Group games, relay games
    b. Sharing crayons and other work material
    c. Simple role playing
    d. Singing, other music, marching, rhythm band
    e. Rewards, prizes

2. Living and playing together
    a. Learning names of classmates
    b. Learning teacher's and cottage parents' names
    c. Games, playing house, etc.
    d. Planning and carrying out party
    e. Learning names and places of buildings

3. Assuming responsibilities
    a. Duties (change calendars, empty trash)
    b. Cleaning blackboards
    c. Collecting pencils, crayons
    d. Hanging up coats
    e. Learning to take seat, to sit quietly

4. Discipline
    a. Raising hand
    b. Taking turns
    c. Following directions
    d. Relay games
    e. "May I" games
    f. Various games of activities and guessing games
    g. Displays

5. Dependability
    a. Assigned classroom duty
    b. Attendance charts
    c. Building or making things together
    d. Running errands
    e. Checking each other's grooming

6. Truthfulness
    a. Stories with morals
    b. Truth-false games
    c. Establishing a system of rewards for truth
    d. Comparing imaginary with real objects

7. Friendliness
    a. Parties
    b. Naming friends or classmates
    c. Compliments, smiles
    d. Helping others (willingly)
    e. Dramatizations
    f. Stories, songs, and games

8. Manners - Politeness
    a. Greetings - Good Morning, Good Afternoon, Mr., Mrs., etc.
    b. Saying "escuse me," "Thank you," "No, thank you," "Please, " etc.
    c. Remembrances (all special occasions)
    d. Introductions and acknowledgements

9. Patriotic training and loyalty
    a. Flags pledges
    b. Color flags and cut out
    c. Songs
    d. School song and colors
    e. Pointing out school teams

C. PHYSICAL GROWTH AND HEALTH

1. Care of teeth
    - a. Brush teeth - oral hygiene
    - b. Use of brush properly
    - c. How to put paste on brush
    - d. Gargling
    - e. Foods which build good teeth

2. Bathing
    - a. Demonstrate bathing - using large doll
    - b. Proper use of soap and washing demonstration
    - c. Care of finger nails, hands, face, ears, etc.

3. Sleep - Oral exercise on importance

4. Exercise
    - a. Simple in - classroom exercises
    - b. Playground activities
    - c. Use of playground equipment

5. Diet - foods
    - a. See own self chew in mirrow
    - b. Filmstrips on food
    - c. Field trip to kitchen, home economics
    - d. Drinking water out of glass andcarrying tray, use of napkin
    - e. Use of utensils
    - f. Keeping insects out of food
    - g. Avoid exchanging food and utensils with other person

6. Dress and proper clothing
    - a. Show how to put on shoes, tie shoes, socks, and zippers
    - b. Demonstrate proper clothing for rain - other inclement weather
    - c. Use of shoe kits
    - d. Hanging clothing up properly in the right place
    - e. Helping one another put on coats, etc.

7. Posture
    - a. Sitting up games
    - b. Marching
    - c. Role playing
    - d. Competitive games involving posture
    - e. Rest periods, growth and weight charts

8. Rhythm
    - a. Clapping
    - b. Tapping
    - c. Rhythm Band
    - d. Humming
    - e. Dancing
    - f. Hand arm coordination exercises

D. MENTAL HEALTH OBJECTIVES

1. Feeling of security and belonging
    a. Personal contact in departing through gestures, embraces
    b. Smiling games
    c. Hand shaking games, friendship songs
    d. Tea parties
    e. Playing house
    f. Remembering birthdays
    g. Role playing
    h. Individual counseling (individual chats)
    i. Complimentary games (paying compliments to each other)
    j. Routine training schedule (visit bathrooms, water fountains)
    k. Learning own name, sex, age
    l. Learning birth date
    m. Learning family constellation

2. Adequate reactions to stress; modes of dealing with personal problems
    a. Start with simple tasks, graduate to more difficult
    b. Any activity, especially where tolerance is involved
    c. Simple competitive games
    d. Activities involving waiting or taking turns
    e. Self-expression
    f. Self-control

3. Health attitudes toward success and failure and accepting limitations groups (Red Birds versus Blue Birds contest)
    b. Recognition of special talents for individual students
    c. Awareness of self
    d. Social awareness

4. Respect for authority or parent figures
    a. Obedience games - discipline games = rewards for such
    b. Practice of manners (proper way of addressing adults)
    c. Setting good examples for students to follow on part of teacher
    d. Learning proper titles - Mr., Mrs., Dr.
    e. Learning names of important persons on campus (teacher, superintendent, training director, etc.)
    f. Student choice of rewards and punishments
    g. Fairy tales or rhymes or stories with a moral

5. Teaching good leisure time activities
    a. Use of pictures, books, record corners
    b. Simple hobbies
    c. Radio and T.V.
    d. Movies
    e. Games outside cottage - dodge ball, cowboys and Indians, water sports, fishing
    f. Teach good leisure time activities - indoor games, card games for children, Old Maid, puzzles, clay modeling, cutouts, musical chairs, etc.
    g. Library visitation

6. Religious objectives
    a. Provide opportunities for child to participate in grace, prayers, religious singing and thought

7. Verbal creativeness
    a. Finger painting and telling stories
    b. Voice recording
    c. Making up stories
    d. Reports on events that happened yesterday, what is going to happen tomorrow
    e. Spontaneous story telling associated with activity
    f. Use of filmstrips and field trips and verbalizing what they saw
    g. Verbalize weather conditions
    h. Recitation of memorization
    i. Vocabulary practice - naming objects

8. Creative performance - motor activities
    a. Creative finger painting
    b. Puzzles
    c. Use of construction toys - Tinker toy, etc.
    d. Use of mosaic tile plastic
    e. Cutting, pasting, coloring
    f. Workbook activities (seat work)
    g. Mobiles
    h. Group games
    i. Guessing games

9. Problem solving
    a. Guessing games
    b. Puzzles
    c. Maze drawing or tracing
    d. Dot connecting - sewing cards
    e. Bead stringing (following a pattern)
    f. Form boards
    g. Peg boards
    h. Building with blocks
    i. Coloring - Following a pattern

10. Independent thought activity
    a. Seat work with workbooks
    b. Coloring
    c. Copying
    d. Creative drawing and crafts
    e. Creative stories, games, and dances

OUTLINE OF MAJOR OBJECTIVES AND SUGGESTED REFERENCE MATERIALS, BOOKS, FILMS AND FILMSTRIPS TO ACCOMPLISH THESE OBJECTIVES FOR KINDERGARTEN AND PRIMARY

A. ACADEMIC READINESS

1. Kindergarten Log - Mary Jackson Ellis
2. Reading-Readiness Picture Cards
3. Ideal Reading Readiness Charts
4. Readiness for Reading - Dolch
5. Happy Bears Reading - Dolch
6. Picture Word Cards - Dolch
7. Reading Readiness Series - Ginn
8. Objects that Rhyme
9. Action Pictures for Flannel Board
10. Rhyming Puzzles
11. Name Pictures for Flannel Board
12. Rhyming Pictures for Peg Board
13. Kinesthetic Letters
14. Alphabet Picture Flash Cards
15. Flash Words - Sets 1 and 2
16. Popper Words - Sets 1 and 2 - Dolch
17. What the Letters Say - Dolch
18. See and Say Vowel Game
19. See and Say Consonant Game
20. Pre-primer Series - Ginn
21. Primer Series - Ginn
22. Reading Can be Fun - Munro Leaf
23. Letters Cards for Word Building
24. Listening for Speech Sounds - Zedler
25. This Way to Better Speech - Abney
26. Phonic Skills and Drills - Hay-wingo
27. New Sounds and Letters - Hay-wingo
28. Magnetic Alphabet Board and Blocks
29. ABC Lotto
30. Learning to Listen
31. Reading Methods and Games for Teaching the Retarded Child - Helene L. Hunter

32. Teach Me Numbers - Mary K. Winters
33. Counting Bars
34. Arithmetic Games
    a. Count to ten
    b. Arithmetic for Beginners
    c. First Arithmetic Game
35. Work Books
    a. One to Ten
    b. Ten to Twenty - Beckly-Cardy Co.
36. Ten In a Family - Steiner
37. The Golden Book of Numbers
38. Filmstrips
    a. Reading Readiness Series - Encyclopedia Britannica
    b. Community Life Series
    c. Primary Science
    d. Arithmetic for Beginners Series I
    e. Arithmetic for Beginners Series II
    f. Using Numbers Part I
    g. Using Numbers Part II
39. Record - Sing a Song of Arithmetic

B. SOCIAL GROWTH

1. The Fun Encyclepedia-pp. 759-860
2. Singing Games
   a. A Little Golden Book
   b. The Kindergarten Book
   c. The First Grade Book
3. The Happy Book-pp. 32-42 (Manners); pp. 46-47 (Sharing; pp. 78-82 (Discipline); pp. 96-97 (Friendliness)
4. How to Behave and Why-pp. 11-23; pp. 25-33
5. McCall's Giant Make It Book
6. Manners, Please - Gail Brook Burket
7. Being Nice is Lost of Fun - Lansing
8. Fun With Brand New Games - Allen and Paulette Macfarlen
9. Social Games for Recreation - Mason and Mitchell
10. What Do You Say, Dear? - Sesyle Joslin
11. What Do You Do, Dear? - Sesyle Joslin
12. Filmstrips
    a. Cooperating with Others
    b. Freddy Becomes Friendly
    c. Character Building (Encyclopedia Britannica A and B)
    d. Cottontail Fables (Encyclopedia Britannica)

C. PHYSICAL GROWTH AND HEALTH

1. The Ture Book of Health - Haynes
2. Health Can Be Fun
3. The Happy Book-pp. 14-19
4. How to Behave and Why-pp. 35-46 - Munro Leaf
5. Tim Listens and Learns - Reinecke
6. Good Times With Our Friends
7. Good Habits
8. Your Health Handbook
9. Working and Playing
10. The First Book of Food
11. Let's Go to a Dairy
12. Films
    a. How to be Well Groomed
    b. How to Catch a Cold
13. Filmstrips
    a. Avoiding Germs
    b. Care of Eyes and Ears
    c. How Your Body Grows
    d. Posture
    e. Cleanliness
    f. Health Series (Encyclopedia Britannica)
    g. Safety Series (Encyclopedia Britannica)
14. Records
    a. Health Can Be Fun
    b. Songs of Safety

D. MENTAL HEALTH OBJECTIVES

1. Daily Newspaper
2. Weekly Readers
3. Magazines
4. True Book of Science - Haynes

5. The Sea - Barnnett
6. Moon, Sun and Stars - Lewellen
7. Birds of America - Ashbrook
8. Adventure Book of Birds - Jerr
9. Secrets of Life - Walt Disney
10. Living Desert - Walt Disney
11. The Book of Sea Shells - Michael H. Bevans
12. Houses From the Sea - Coudoy
13. Pebbles and Shells - Podendorf
14. Animals of the World - Hvass
15. Reptiles - Ballard
16. Animals of the Sea and Shore
17. Tropical Fishes - Broekel
18. Filmstrips
    a. Good Manners - Encyclopedia Britannica
    b. Developing Your Personality
19. Record - Manners Are Fun

INTERMEDIATE CLASS LEVEL

TEACHERS SHOULD TAKE NOTE THAT THE OBJECTIVES HAVE BEEN LISTED IN ORDER OF THEIR IMPORTANCE AS TO EMPHASIS AND TIME ELEMENT. WITH THE EXCEPTION OF OBJECTIVE A, ALL OTHER OBJECTIVES ARE SUPPLEMENTARY, AND SHOULD BE TAUGHT INCIDENTALLY AS OPPORTUNITIES ARISE.

A. ACADEMIC DEVELOPMENT
  1. Academic Readiness
    a. Recognition of shapes and forms
      1. Use of puzzles
      2. Use of readiness charts, which include all shapes and forms
      3. Use blocks, balls
      4. Identifying like objects and weights
      5. Matching objects
      6. Study likenesses and differences of objects according to shape, weight, size, color, etc.

    b. Sensory skills
      1. Sound cylinder kit
      2. Use of salt, sugar, etc.
      3. Use audio aids
      4. Use clay, cotton, sandpaper, sharp and dull objects

    c. Color
      1. Learn to sort colors without naming them
      2. Learn color names

    d. Number concepts
      1. Use of many versus few
      2. Use of wooden blocks in number shapes
      3. Grouping like numbers together
      4. Use of small change
      5. Small versus large groups of things
      6. First - last
      7. Empty - full for containers

    e. Letter concepts
      1. Letter blocks - learn alphabet
      2. Cutting out letters through tracing
      3. Letter flash cards
      4. Raised letters
      5. Flannel graph letter
      6. Find letters of ones name
      7. Duplicating letter books
      8. Trace their names

    f. Maintaining attention
      1. Listening games, close eyes and determine origin and type of sound
      2. Find missing picures games
      3. Nursery rhymes, records
      4. Simple sequential physical exercise drills

    g. Use of class room materials (chalk, pencils, scissors, paper)

    h. Class routine and work assignment
      1. Answering roll
      2. Devotional

- i. Art
  - 1. Finger painting
  - 2. Use of crayons
  - 3. Clay
  - 4. Coloring within lines
  - 5. Paper cutouts
  - 6. Sewing card (yarn)

- j. Music
  - 1. Singing - humming, whistling
  - 2. Records
  - 3. Sound discrimination

- k. Motor skills
  - 1. Tracing
  - 2. Cutting
  - 3. Pasting
  - 4. Puzzles
  - 5. Building with blocks, pegs, cards, etc.
  - 6. Games, skipping, climbing steps
  - 7. Coloring
  - 8. Use of peg boards
  - 9. Skipping rope
  - 10. Form board
  - 11. Ball games
  - 12. Bead stringing
  - 13. Simple weaving

- l. Language - communicative skills
  - 1. Answering roll call
  - 2. Identifying objects and things
  - 3. Story telling
  - 4. Use of mirror to see self speak and to teach mouth, lip and tongue movements in letter sounds
  - 5. Use of tape recorder
  - 6. Letter sounds
  - 7. Field trips
  - 8. Play telephone
  - 9. "Fun With Speech" records
  - 10. Rhymes and riddles
  - 11. Vocabulary drills

2. Developing Academic Skills

- a. Stressing the Three R's and Spelling
  - 1. Tracing
  - 2. Flash cards
  - 3. Use of pre-primer books
  - 4. Use of duplicator materials
  - 5. Emphasize the different seasons, holdiays, days of the week and months of the year, etc.
  - 6. Oral exercise - self-expression - group expressions
  - 7. CHoral exercise
  - 8. Manuscript and cursive exercises

9. Number concepts
    a. Time
    b. Money
    c. Measurements (gal. pt., inch, yard, dozen, etc.)
    d. Addition and subtraction facts
    e. Solving of oral and written problems
    f. Compute (score games, cast of items, etc.)
    g. Vocabulary (positions, distance, more, less, high, low, largest, smallest, big, little, long, short, few,many)

10. Words, groups and phrases
11. Learning meanings of words
12. Copying from chalkboard
13. Use of control reader
14. Word recognition games
15. Chalkboard exercises
16. Word building exercises
17. Homework assignments
18. Use of library
19. Use of structural arithmetic materials
20. Building words on flannel boards
21. Phonetic and alphabet exercises
22. Use of telephone directory
23. Spelling exercise

b. Communication including all language development

1. Oral and Motor
    a. Making tape recordings
    b. Story telling
    c. Listening to story records
    d. Breathing exercises
    e. Use of mirrors for self-correction of poor speech sounds
    f. Gossip games
    g. Pronuciation exercises
    h. Choral games - singing
    i. Oral reading
    j. Practice greeting and addressing people
    k. Use of phone - talking to the operator, information, dialing
    l. Instruction in asking questions
    m. Introduction and use of newspaper as daily resource materials
    n. Chapel program
    o. Informal group discussions
    p. Note and letter writing

TEACHERS SHOULD TAKE NOTE THAT THE OBJECTIVES HAVE BEEN LISTED IN ORDER OF THEIR IMPORTANCE AS TO EMPHASIS AND TIME ELEMENT. WITH THE EXCEPTION OF OBJECTIVE A, ALL OTHER OBJECTIVES ARE SUPPLEMENTARY, AND SHOULD BE TAUGHT INCIDENTALLY AS OPPORTUNITIES ARISE.

B. SOCIAL GROWTH

1. Interpersonal relationship with opposite sex
    a. Informal classroom social hours - mixed

- b. Competitive bingo parties
- c. Exercise period
- d. Hikes and field trips (mixed)
- e. Mixed seating at movies
- f. Games with mixed groups
- g. Class visitation to cottage (for instructional purposes to observe possible areas of improvement in homelike situations, decorum and greeting)
- h. Supervised canteen hours (students and teacher)

2. To encourage leisure time activities
   - a. Library visitations (class)
   - b. Listening to radio
   - c. Watching television
   - d. Browsing through books and magazine
   - e. Playing cards and simple games - checkers, old maids, dominos, etc.
   - f. Movies
   - g. Take part in active and spectator sports
   - h. Travel

3. Clothing selection
   - a. Dressing according to weather and social mores
   - b. Using catalogues and clothing books
   - c. Study of cloth samples
   - d. Shopping trips to clothing stores
   - e. Window shopping
   - f. Fashion show and plays
   - g. Body measurements and sizes of clothes
   - h. Styles and colors of clothes

4. Assuming responsibility
   - a. Classroom duties
     1. Changing caldndars
     2. Emptying waste basket
     3. Cleaning classroom
     4. Passing out and collecting books and work materials
     5. Hang up coats
   - b. Classroom beautification
     1. Bring plants and novelties to decorate classroom
     2. Maintaining bulletin boards (student and teacher planning)
     3. Decorate for various holidays

5. Cooperation
   - a. Group games, relay games, etc.
   - b. Sharing work materials
   - c. Group assignments on projects
   - d. Simple role playing
   - e. Singing, other music, marching, etc.
   - f. Rewards, prizes

6. Living and playing together
    a. Learning names of classmates, teachers, cottage parents etc.
    b. Games
    c. Planning and carrying out parties

7. Discipline
    a. Raising hands
    b. Taking turns
    c. Following directions
    d. Various games of activities and guessing games
    e. Learning to take seat - sitting quietly

8. Dependability
    a. Assigned classroom duties
    b. Building or making things together
    c. Running errands
    d. Check each other's grooming

9. Truthfulness
    a. Stories with morals
    b. Truth - false activities
    c. Establishing a system of rewards for truth
    d. Comparing imaginary with real objects

10. Friendliness
    a. Parties
    b. Naming friends or classmates
    c. Compliments, smiles, etc.

11. Manners - politeness
    a. Greeting - Good morning, Good afternoon, Mr., Mrs., Dr., etc.
    b. Saying "excuse me", Thank you, please, etc.
    c. Remembrance (all special occasions)
    d. Introduction

12. Patriotic training and loyalty
    a. Flags pledges
    b. Color flag and cut out
    c. Songs
    d. School songs and colors
    e. Pointing out school teams

C. PHYSICAL GROWTH AND HEALTH

1. Good habits in health regarding diet, dress, cleanliness, etc.
    a. Study menus - typical daily meals
    b. Instruction in eating proper food
    c. Use of wall charts on eating habits
    d. Field trips to produce or grocery stories
    e. Table manners - practice
    f. Chapel program entered around health

- g. Filmstrips and films related to growth, hygiene and health
- h. Scheduled rest periods and importance of proper sleep
- i. Use of recess as period of relaxation
- j. Assigned duties regarding classroom ventilation
- k. Instruction as to use of facial tissue
- l. Instruction as to use of proper clothing for all kinds of weather
- m. Use of posture charts
- n. Use of film on treating common cold
- o. Story telling in relation to good health habits
- p. Use of weight scales and height and weight charts
- q. Instruction in care of eyes - Use of eye examination chart
- r. Instructions as to the harmful effects of tobacco, alcohol, excessive eating, etc.
- s. Have doctor, nurse, dentist visit class
- t. Demonstration on brushing and care of teeth and care of gums
- u. Instructions as to proper care of the ears
- v. Instructions in foot care
- w. Instruction in care of hair
- x. Discuss importance of cleanliness for both body and clothes

2. Help students understand physical development, growth and related subjects.
    - a. Maintain growth and weight chart for each student
    - b. Teach name and functions of vital organs. Use simple terms.
    - c. Socio-dramas as to the proper behavior of young ladies and gentlemen at social functions, in the school and home, at play, etc.
    - d. Instruction as to proper behavior of boys and girls in public places
    - e. Teaching of self respect and respect of the opposite sex
    - f. Types of activities suited for boys, for girls

D. MENTAL HEALTH

1. Initiative
    - a. Use of awards
    - b. Speed exercises with rewards
    - c. Competitive games
    - d. Occasional choice of activities by class
    - e. Contests
    - f. Posted records of individual's progress
    - g. Privilege of planning activities
    - h. Verbal praise and recognition
    - i. Activities with time limits

2. Creativeness
    - a. Assigned responsibility
    - b. Free art periods
    - c. Freedom of expression through writing
    - d. Stories about famous inventors
    - e. Projects in growing and gardening
    - f. Science projects and demonstrations
    - g. Selection, planning, and carrying out a project
    - h. Planning class activities

3. Accomplishments and Use of Rewards
    - a. Have class select type of reward and person receiving awards

4. Thought activities
    - a. Use of pencil and paper test
    - b. Number and puzzle drills

c. Tic-Tac-Toe game
d. Name that tune game
e. Simple crossword puzzles
f. Use of Golden dictionary. Finding words and meanings
g. Guessing games
h. Checkers
i. Money problem solving games
j. Use of flash cards. Object identification, vocabulary exercises
k. Problem stories demanding a solution
l. Comparing similarities and differences in objects
m. Identifying right word in a sentence

5. Identification with peer group

6. Ways and Means of solving personal problems

7. Create Feeling of belonging and foster security
   a. Classroom election of officers and monitors
   b. Have Safety Patrol demonstrate activities to class
   c. Learning and singing school song
   d. Display school colors in classroom
   e. Attend school activities as a group
   f. Class cook outs and parties
   g. Class sponsored chapel programs
   h. Being part of a cheerleading group
   i. Playground activities as a class at recess

8. Religious objectives
   a. Provide opportunities for child to participate in grace, prayers, religious singing and thought

E. PREVOCATIONAL TRAINING

1. Awareness of different occupations

Activities

a. Field trips to various work areas on and off campus
b. Use of occupational series and filmstrips

OUTLINE OF MAJOR OBJECTIVES AND SUGGESTED REFERENCE MATERIALS, BOOKS, FILMS, AND FILMSTRIPS TO HELP ACCOMPLISH THE OBJECTIVES FOR THE INTERMEDIATE SECTION.

A. ACADEMIC SKILLS

1. Reading Aids
    - a. Reading Can Be Fun
    - b. Words I like to Read and Write
    - c. The Reading Road to Spelling
    - d. The Golden Dictionary
    - e. Fun With Words
    - f. Reading Texts - Ginn Series
        1. Primer
        2. 1st Reader
        3. 2nd Reader
    - g. The True Book of Holidays - Purcell
    - h. McCall's Read Me A Story Book - Bevans
    - i. The True Book of Our Post Office - Miner
    - j. The Golden Geography - Werner
    - k. Our Fifty United States - Rachlis
    - l. North Caronina - Bailey
    - m. The True Book of Schools - Elkin
    - n. Cape Cod Ballards - Lincoln
    - o. 1001 Riddles for Children

2. Arithmetic Aids
    - a. Ten Little Monkeys
    - b. Counting Rhymes
    - c. The Story of Counting
    - d. Ways to Multiply
    - e. Magic Squares, Circles, Stars
    - f. The New Day Arithmetics (4th yrs.)
    - g. Annie's Spending Spree
    - h. True Book of Time - Ziner
    - i. Teach Me Numbers - Winters
    - j. Park and Shop Game
    - k. Candy Land Game
    - l. Ten In a Family - Steiner
    - m. The Golden Picture Book of Numbers

3. No. C806 - Primary Color Chart
4. No. L160 - Writing is Fun
5. No. L121 - Jack and Jill
6. No. 3411 - Learning Action Words
7. Exploring Good English
8. We Learn to Read
9. A Trip Through Wordland
10. Exploring Numberland
11. "Great Pictures" children will enjoy in library
12. Films
    - a. Improve Your Reading
    - b. How to Read a Book I and II
13. Filmstrips
    - a. Alice Goes to School Safety (Part II)
    - b. Away We Go
    - c. In the Mountains
    - d. Writing Fractions

    e. Factions of a Group
    f. How Large are Fractions
    g. Under the Sky
    h. Tell Another Story II
    i. Stories Behind Words
    j. Skip Along
    k. Down the River Road (part III)
    l. I Live in the Country
    m. Summer Fun in the City
    n. Using Numbers (Part I) - Encyclopedia Britannica
    o. Using Numbers (Part II) - Encyclopedia Britannica

B. SOCIAL GROWTH

1. Compton's Pictured Encyclopedia - DE pp. 310-313 - Title: Manners Please
2. Childcraft - Volume 2 - pp. 97-99 (poems) - Title: Boys Will Be Men
3. A Girl Grows Up
4. The Seventeen Book of Young Living
5. Curriculum Bulletin No. 24 - Title: Resource Unit in Personal and Family Relations
6. What's Your P. Q.
7. Being Nice is Lots of Fun
8. How to Behave and Why
9. Book Characters Picture Quiz
10. No. A - 735 - Dates and Dating
11. No. A - 857 - Boys Want to Know
12. No. A - 858 - Girls Want to Know
13. No. A - 787 - Behavior in Courtship
14. The True Book of Cloth
15. The First Book of Food
16. No. 5-YA 944 Guiding Children's Social Growth by Weitzman, Ellis
17. No. 5-YA 735 - Guide to Good Manners
18. No. 5-YA 731 - All About You
19. No. 5-YA 158 - Getting Along With Others
20. No. 5-YA 565 - Making and Keeping Friends
21. No. 5-YA 31 - Understanding Sex
22. Fun With Brand New Games - Allan and Paulette Mac Farlan
23. Social Games For Recreation - Mason and Mitchell
24. Film
    a. Etiquette
25. Filmstrips
    a. Cooperating With Others
    b. Body Care and Grooming
    c. The Story of Clothing
    d. Winter in Country and Town
    e. Our Dependence on clothing workers
    f. Character building - Encyclopedia Britannica

C. PHYSICAL GROWTH AND HEALTH

1. Good Time With Our Friends - pp. 6-19; pp. 39-44
2. Science for Here and Now - pp. 195-211
3. Good Habits - pp. 3-24
4. Science for Work and Play - pp. 132
5. Your Health Handbook
6. Health Can Be Fun
7. New Learning Why - pp. 11-18; pp. 208-214

8. Working and Playing - pp. 1-2; pp. 14-19
9. The True Book of Health
10. The First Book of Food
11. Let's Go To A Dairy
12. Secrets of Life - Walt Disney
13. Living Dessert - Walt Disney
14. The Sea - Barnett
15. The First Book of Trees - Watts
16. The True Book of Plants We Know - Miner
17. The True Book of Weeds and Wild Flowers - Podendorf
18. Adventure Book of Birds - Jerr
19. Science Around the Clock
20. How to Behave and Why - Leaf
21. Tim Listens and Learns - Reinacke
22. Why - Adler
23. The True Book of Science - Haynes
24. Fun - Time Window Garden - Cooke
25. The True Book of Health - Haynes
26. From Season to Season
27. Filmstrips
    a. Avoiding Gums
    b. Good Health Ahead
    c. Cleanliness
    d. Controlling Germs
    e. Posture
    f. Keeping Ourselves Healthy
    g. Care of Eyes and Ears
    h. Your skin
    i. Your Digestion
    j. Your Bones
    k. How Your Body Grows
    l. Your Body and the Message System
    m. Preventing Infection
    n. Food Canning
    o. Community Canning
    p. Food From the Sun
    q. Food for Health
    r. The Story of Food
    s. The Magic Ingredient
    t. The Nose, Throat, and Ears
    u. How Your Body Grows
    v. Keeping Ourselves Healthy
    w. Good Health Ahead
    x. Hands Right
    y. Care of Teeth
    z. Keeping Well and Happy
    z1. Eye Production
    z2. This is You - Encyclopedia Britannica
    z3. Health Stories - Encyclopedia Britannica
    z4. Keeping Healthy - Encyclopedia Britannica
    z5. Safety Series - Encyclopedia Britannica

D. MENTAL HEALTH

1. Teen Age Plays for all Occasions
2. Newspapers
3. Magazines
4. Weekly Readers

5. The True Book of Science - Haynes
6. Moon, Sun and Stars - Lewellen
7. Birds of America - Ashbrook
8. Adventure Book of Birds - Jerr
9. The Book of Sea Shells - Bevans
10. Houses From the Sea - Coudoy
11. Reptiles - Ballard
12. Animals of the Sea and Shore
13. Tropical Fishes - Broekel
14. Animals of the World - Hvass
15. Pebbles and Shells - Podendorf
16. Filmstrips
    a. Confidence
    b. Cooperating With Others
    c. Good Manners
    d. Developing Your Personality

E. PREVOCATIONAL TRAINING

1. Job Guide for Young Workers - 1956-57 ed.
2. Handbook of Job Facts
3. Occupational Information (See Mr. Batts)
4. No. 5-YA 152 - Understanding Yourself
5. No. 5-YA 700 - Your Taste and Good Design
6. No. 5-YA 30 - Getting Job Experience
7. No. 5-YA 26 - How to Get the Job
8. No. 5-YA 514 - What Employers Want
9. Two Little Gardners - Brown
10. I Want to be a Nurse - Greene
11. I Want to be a Farmer - Greene
12. I Want to be a Baseball Player - Greene
13. I Want to be a Homemaker - Greene
14. Bens Busy Service Station - Barr
15. Ten Big Farms - Icpar
16. Films
    a. Finding Your Life Work
    b. About Face
17. Filmstrips
    a. Factory Worker
    b. Tree Surgery
    c. Warfarin
    d. Work Series (Encyclopedia Britannica)
        1. American at Work
        2. Life on the Farm

SECONDARY CLASS LEVEL

TEACHERS SHOULD TAKE NOTE THAT THE OBJECTIVES HAVE BEEN LISTED IN ORDER OF THEIR IMPORTANCE AS TO EMPHASIS AND TIME ELEMENT. WITH THE EXCEPTION OF OBJECTIVE A, ALL OTHER OBJECTIVES ARE SUPPLEMENTARY, AND SHOULD BE TAUGHT INCIDENTALLY AS OPPORTUNITIES ARISE

A. ACADEMIC DEVELOPMENT

1. Stressing the three R's and spelling as applied in prevocational and vocational settings.

    a. Filling out job application forms
    b. Reading and analyzing want ads in newspapers and discussing jobs
    c. Reading about social security and filling out sample forms
    d. Reading and understanding signs
    e. Learning the names of tools, supplies and materials, machines used commonly in industry, trade work and in the home
    f. Present class work assignments in written form
    g. Written and oral book reports
    h. Ordering supplies
    i. Understanding of bank accounts
    j. Writing checks, money orders and deposit slips
    k. Making change - keeping money accounts
    l. Taking inventory
    m. Understanding or awareness of income tax reports, state, federal and local
    n. Use of lawyers as a legal advisor and field trips to Civil Court
    o. Time payment plans and precedures - demonstrate credit purchases
    p. Demonstrate things for which licenses are required, such as fishing, hunting, driving, marriage, etc.
    q. Hold classroom elections and demonstrate use of polls. Use of ballet, registration, etc.
    r. Demonstrate the need for life, health and automobile insurance Use sample policies
    s. Field trips to airport, train and bus stations for ticket purchases
    t. Teach students to seek advice of competent persons in time of need
    u. Discuss labor laws and unions
    v. Teach importance of operating within a budget. Develop one as an individual or class project, putting first things first
    w. Study and practice of measurements (demonstrations)

B. SOCIAL GROWTH

1. Dependability

    a. Assign individual students the job of checking class attendance and tardiness and reporting same to teacher
    b. Assign job tasks within and without the classroom to individual students
    c. Honor system of checking class work
    d. Socio-drama of dependability
    e. Participation in school government and other school groups safety patrol, etc.
    f. Field trips with emphasis on dependability
    g. Use of clock or watch to emphasize promptness

2. Respect

    a. Learn respect of fellow man and authorities with aid of socio-drama and field trips
    b. Class discussion
    c. Respectful observation and attention by part of class as other members participate in a class activity
    d. Consistency in classroom discipline

3. Cleanliness

    a. Complimenting good grooming
    b. Individual classroom housekeeping duties
    c. Use of film, filmstrips and posters on cleanliness
    d. Commercial classroom aids such as soap, toothpaste, deodorant, shampoo, etc.
    e. Field trips - with emphasis on personal grooming
    f. Socio-drama
    g. Chapel program
    h. Visits by barber and beautician for advise on hair care

4. Interpersonal relationships with members of the opposite sex

    a. Use of filmstrips and films on sex education, dating behavior, teenage etiquette
    b. Use of books and printed material on personality development life adjustment series
    c. Assigning boy and girl to complete a work or class assignment together
    d. Use of the telephone, written communication, such as party invitations, and direct contact in getting acquainted with the opposite sex
    e. Boy and girl friend parties
    f. Use of socio-dramas, role plan activities

5. Discuss leisure time activities

    a. Hobbies, models, painting, etc.
    b. Listening to radio
    c. Watching television
    d. Spectator sports
    e. Movies
    f. Travel
    g. Looking at books and magazines

6. Discipline (Prevocational and vocational)

    a. Audio-visual aids on job discipline
    b. Use of time clocks and attendance charts
    c. Election of class officers and committees
    d. Complimentary games - paying compliments to one another

C. PHYSICAL GROWTH AND HEALTH

1. Good health habits applied in vocational and community living situations

    a. Study menus - typical daily meals

    b. Field trips to grocery stores, cafeterias, and restaurants
    c. Cleanliness, regular bath, grooming, hygiene, menstruation
    d. Instruction on hours of sleep, budgeting time
    e. Demonstrate and discuss use of common medications, aspirins, cold capsules, first aid, etc.
    f. Have students assume responsibility of making appointment with doctor and dentist and report on time
    g. Discuss symptoms of common diseases
    h. Health insurance
    i. Charts on posture and safety everywhere
    j. Teach use of health cards, shots, etc., required to handle food
    k. Visit local Health Department

2. Clothing Selections

    a. Suitable dress for work, church, dating, sports and leisure time
    b. Names, cost, wearing qualities of outer garments and undergarments
    c. How to buy best quality for the money
    d. How to select ties, shoes and hats
    e. How to select shaving soap, razors, shampoo, etc.
    f. How to launder personal clothing, socks, etc.
    g. How to wash and iron a sport shirt and wash and wear pants
    h. How to remove spots and press pants
    i. How to mend rips and sew on buttons
    j. How to store out-of-season clothing
    k. Experience in making a summer sport shirt
    l. How to mend clothing on machine

D. MENTAL HEALTH

1. Use of socio-drama or role playing developed around stressful situations.
2. Presenting problems orally or written and requiring a solution from the student
3. Identification with employee groups or association, community groups, YMCA, or YWCA, and civic organizations
4. Use of industrial and city recreation facilities
5. Discuss value and benefit of church membership or affiliation
6. Marriage - Family and home responsibilities. Legal and community responsibilities
7. Provide opportunities for child to participate in grace, prayers, religious singing and thought

E. VOCATIONAL TRAINING AND PREPARATION FOR REHABILITATION

1. Job interviews
2. Match job requirements with personal qualifications of each student and have each student list job interest
3. Visit to local employment agency
4. Discuss employee rights and privileges. Caution as to possibility of being exploited
5. Discuss possible situation which should lead to the employee quitting his job. Proper procedures for resigning
6. Discuss the value of references
7. Work up an occupational vocabulary of key words or phrases such as employee, employment, employer, take home pay
8. Desirable filmstrips on occuaptions when available

OUTLINE OF MAJOR OBJECTIVES AND SUGGESTED REFERENCE MATERIALS, BOOKS, FILMS, AND FILMSTRIPS TO HELP ACCOMPLISH THE OBJECTIVES FOR THE SECONDARY SECTION.

A. ACADEMIC DEVELOPMENT

1. Books in supply room
2. Daily newspaper (library)
3. Boy Scout Merit Badge Series (96 different subjects)
4. Get receipt book, check book, inventory forms, social security forms from business office
5. Income tax forms from post office in November or December
6. Boating Law
7. Books
    - a. "Money Makes Sense"
    - b. "Everyday Business"
    - c. Adult Education Series - (series of books kept in Advanced Secondary room)
    - d. "True Book of Time"
    - e. "The World We Live In"
    - f. "All About Us"
    - g. "Numbers, Please"
    - h. "Listening for Speech Sounds"
    - i. "This Way to Better Speech"
    - j. Correlated Curriculum Activities - Our Holidays and Special Days
    - k. Money In Your Pocket
    - l. Money
    - m. Traffic Law, Highway Safety
    - n. The True Book of Our Post Office
    - o. Guiding Arithmetic Learning
    - p. The Golden Book of America
    - q. Teach Me Numbers
    - r. Improving Reading Instructions
    - s. Teaching Reading to Slow Learning Children
    - t. Handbook for Remedial Reading
    - u. Our Fifty United States
    - v. Reading Methods and Games for Teaching the Retarded Child

B. SOCIAL GROWTH

1. Books
    - a. Manners Made Easy
    - b. What's Your Personality Quotient
    - c. Maggie Daly's Guide to Charm
    - d. A Girl Grows Up
    - e. Boys will be Men
    - f. Good Habits
    - g. Dating Do's and Don'ts for Girls
    - h. Dating Days
    - i. Understanding Sex
    - j. Dates and Dating
    - k. What is Popularity
    - l. Understanding the Other Sex
    - m. Fun for Boys and Girls
    - n. Social Games for Recreation
    - o. Teen-Age Plays
    - p. The Fun Encyclopedia
    - q. Enjoying Leisure Time
    - r. Guide to Good Manners

    s. All About You
    t. Where Are Your Manners
    u. Guide to Free Curriculum Materials - Clothing and Dress (Subject Index)
    v. Brooms, Buttons, and Beaux
    w. Manners, Please
    x. Tiffany's Table Manners
    y. Being Nice is Lots of Fun
    z. Betty White's "Teenage Dance Book"
    z1. Etiquette - The Complete Modern Guide for Day to Day Living the Correct Way
    z2. The Seventeen Book of Young Living
    z3. The Mademoiselle Handbook
    z4. "Plain Talk for Men Under 21"
    z5. Me - manners
    z6. Emily-Post Etiquette
    z7. What Do You Say, Dear?
    z8. What Do you Do, Dear?
    z9. Facts of Life and Love for Teenagers
    z10. Sex Guidance for Your Child
    z11. Dance Handbook
    z12. Betty White's Teenage Dance Etiquette

2. Films and Filmstrips
    a. Developing Responsibility
    b. Developing Self-Reliance
    c. Am I Trustworthy
    d. Johnnie Learns His Manners
    e. Good Sportsmanship
    f. Let's Share With Others
    g. Good Table Manners
    h. Social Courtesy
    i. Etiquette
    j. Avoid Germs
    k. Cleanliness
    l. Good Health Series
    m. Keeping Clean
    n. The Smiles Have It
    o. Cleanliness for Health
    p. Care of Hair and Nails
    q. Body Care and Grooming
    r. Molly Grows Up
    s. Boys on the Beam by American Hygiene Association
    t. Etiquette of Dating by American Hygiene Association
    u. Educators Guide to Free Films - Wool (subject index)
    v. Educators Guide to Free Films - Furs (subject index)

Note: Refer to permanent filmstrip list

C. PHYSICAL GROWTH AND HEALTH

1. Books
    a. Growing Up Socially
    b. Citizenship for Boys and Girls
    c. Your Health Handbook
    d. Helping Children Adjust Socially

- e. What is Popularity
- f. Elementary Teachers Guide to Free Curriculum Materials -
  - 1. Subject index - Health - 1957 and 1958 editions
  - 2. Subject index - Health and Social Hygiene
  - 3. Subject index - Health habits
  - 4. Subject index - Health Organizations
- g. Social Games in Recreation Play
- h. Play Activities for the Retarded Child
- i. Exercise and Fitness
- j. The Boys' Book of Physical Fitness
- k. The Girls' Book of Physical Fitness
- l. What's Inside of Me
- m. Safety Can Be Fun
- n. The Story of Your
- o. The Ture Book of Health
- p. Human Growth
- q. Health Can Be Fun

2. Films and Filmstrips
   - a. What to Eat and Why (order from Mutual Life Insurance Co.)
   - b. Attractive Teeth for Teenagers (American Dental Association)
   - c. Toothbrushing Hints (American Dental Association)
   - d. Educators Guide to Free Films - Subject index - Health and Social Hygiene - pp. 190-222
   - e. Refer to permanent filmstrip list

D. PSYCHOLOGICAL GROWTH

1. Books
   - a. Your Problems and How to Handle Them
   - b. Your Behavior Problems
   - c. Emotional Problems of Illness
   - d. Let's Talk About Honesty
   - e. Making and Keeping Friends

E. PREVOCATIONAL

1. Books
   - a. Exploring the World of Jobs
   - b. What Employers Want
   - c. How to Get the Job
   - d. Occupational Guidance

2. Films
   - a. Prevocational films from Modern Films

F. MENTAL HEALTH

1. Books
   - a. You and Your Mental Abilities
   - b. Understanding Yourself
   - c. Boys Want to Know
   - d. Developing Responsibility in Children
   - e. Mental Abilities of Children
   - f. Tell Girls Why

G. RELIGIOUS TRAINING

1. See Chaplain Lawson for materials

H. ARITHMETIC DEVELOPMENT

1. Workbooks:
    - a. My Progress Book in Arithmetic
    - b. Working with Numbers
    - c. Modern Mastery
    - d. My Fraction Book
    - e. Arithmetic for Today
    - f. I Can Work With Numbers (Duplicator)
    - g. Time (Levels 1 & 2 Duplicator)
    - h. Modern Practice Book in Arithmetic
    - i. Arithmetic for Today
    - j. Playing with Numbers

2. Games and Teaching Aids:
    - a. Quizmo Add-Subtract
    - b. Quizmo Multiply-Divide
    - c. Fraction Discs
    - d. Multiplication Tables (Chart)
    - e. Measurement (Liquid and Linear)
    - f. Meaning of Fractions (kit)
    - g. Reading Whole Numbers (kit)
    - h. Tell Time Quizmo
    - i. Addo-Arithmetic Game
    - l. Fractions Are Easy As Pie
    - m. Actual Cash
    - n. Timer Stopwatch
    - o. Chalkboard Compass
    - p. Flannel Board
        - 1. Fractional Parts
            - a. student
            - b. teacher
        - 2. Introduction to Fractions
        - 3. Measurement
    - q. Tape Recorder
    - r. Cards for Teaching Counting
    - s. Balance Scale
    - t. Large Counting Frame
    - u. Arithme-Sticks Set
    - v. Card Set - Grade 2
    - w. Cards, Fractional Parts Group
    - x. Clock-Rubber Stamp
    - y. Abacus
    - z. Dominoes
    - z1. Large Thermometer
    - z2. Giant Ruler
    - z3. Overhead Projector
    - z4. Classroom Movie Projector and Screen
    - z5. Filmstrip Projector with Record Player
    - z6. Cards - Multiplication and Division
    - z7. Counting Discs and Boards
    - z8. Number Card Sets
    - z9. Circle Fractional Parts

MUSIC

MUSIC CURRICULUM
for Mentally Retarded Children

The main purpose of the music program in a school for retarded children is to broaden the cultural horizons of the children by giving them an appreciation for music and to improve their ability to participate in it.

In addition to these main functions, the music program should have educational and therapeutic values. It can be most helpful in developing coordination, and may be utilized as an aid in teaching reading, concepts, social graces, responsiblity, etc.

The music program should also help many students by permitting them to gain a measure of success which is denied them in most other areas.

OBJECTIVES OF THE MUSIC PROGRAM

1. To develop an interest in and an appreciation for music.
2. To teach necessary skills to enable children to enjoy music through participation.
3. To enable children to experience a measure of success.
4. To help children learn to follow directions, increase their interest span, learn responsiblility, and develop social graces.
5. To assist the children in their academic work.
6. To aid the children, through music therapy, to overcome emotional difficulties.

MUSIC FOR KINDERGARTEN AND PRIMARY CHILDREN

1. singing games
2. action games
3. nursery rhymes
4. simple hymns
5. easy patriotic songs
6. finger painting or drawing while listening to records
7. rhythm band
8. listening to musical stories
9. sound discrimination
10. songs for children with special needs

MUSIC FOR INTERMEDIATE CHILDREN

1. singing games
2. action songs
3. nursery rhymes
4. dramatizations
5. hymns, spirituals
6. patriotic songs
7. simple folk dances
8. melody bells
9. tonettes or song flutes (special class)
10. drawing, cutting and pasting to music
11. musical stories
12. rhythm band (special class)
13. popular music
14. sound discrimination
15. songs for children with special needs

MUSIC FOR SECONDARY AND ADVANCED SECONDARY CHILDREN

1. songs:
    - part songs
    - spirituals
    - rounds
    - folksongs
    - patriotic songs
    - broadway hits
2. choral speech
3. music appreciation
    - folk music
    - light classical music
    - becoming familiar with the instruments of the orchestra:
        - Peter and the Wolf
        - Tubby the Tuba
        - The Little Fiddle, etc.
    - field trips to concerts, concerts at the school

REFERENCES AND BIBLIOGRAPHIES

TITLE	AUTHOR	PUBLISHER
Play Activities for the Retarded Child	B. W. Carlon and D. R. Ginglend	Abingdon Press
Thirty Rhythmic Pantomines	A. C. Riley and J. L. Gaynor	John Church Co. Bryn Maur, Pa.
Mother Goose Rhymes	Ruth Karb	F. W. Owen Pub. Co. Dansville, N. Y.
Music for Living Series - Grades I - VI	Mursell, Tipton Landeck, Norholm	Silver Burdett
New Music Horizons Grades I - VI	Mursell, Tipton	Silver Burdett
Scrapbook of Songs	Instructor's Guide	F. W. Owen Pub. Co. Dansville, N. Y.
American Folk Songs for Children	Seeger	Doubleday
American Folk Songs for Christmas	Seeger	Doubleday
Finger Play	M. Miller, P. Zajan	G. Schirmer, N. Y.
Fred Waring Book	Arr. by H. Ader	Shawnee Press
Cokesbury Hymnal		
Songs of Mr. Small	Lois Lenshi	Oxford
Singing Time	S. Coleman, Thorne	John Day Co.
The New Singing Time	S. Coleman	John Day Co.
Fun With Music	Nelson, Barnett	Alman, Whitman Co.
Let's Sing and Play	E. Crowninshield	Boston Music Co.
The Sing and Play Book	E. Crowninshield	Boston Music Co.
Stories that Sing	E. Crowninshield	Boston Music Co.

RECORDS

TITLE	PUBLISHER	R.P.M.
Stories With Music and Sound Effects	Decca	78
Barber Stories		
Alice in Wonderland	Disneyland	33 1/3
Children's Bluebird Records Peter Rabbit, Goldilockes and other tales for Growing Boys and Girls	R.C.A.	33 1/3
Mother Goose Songs	Decca	33 1/3
Tell Us A Story	Coronet	33 1/3
Three Billy Goat Bruff	Decca	78
Raggletaggletown Singers	Decca	78
Chicken Licken	Decca	78
Gingerbread Boy	Decca	78
Sleeping Beauty	Decca	78
Little Toot	Capitol	78
The Little Red Hen	Decca	78
Stories of Music Classics and Filmstrips	Jam Handy Org.	33 1/3
Instruments of the Symphony and Filmstrips	Jam Handy Org.	33 1/3
New Music Horizons, Grades I - VI	Silver Burdett	78
Music For Living Series	Silver Burdett	
Songs of the Holidays		
Together We Sing		
Merry Christmas	Follett Pub. Co.	
Bells of Christmas	Columbia	
Favorite Christmas Carols	Capitol	

CURRICULUM FOR BASIC TRAINING
(Trainable Program)

CASWELL SCHOOL
KINSTON, NORTH CAROLINA

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Recognition

Our "thanks" go to Donald W. Wood and his "A Guide to Curriculum Planning for the Trainable or Severely Retarded" which was used extensively.

We also appreciate the help given us by Mr. Robert Mahaffey in the forming of the Grade Sheet for Trainable Skills and in coordinating the Basic Training program with the Vocational Training of trainable.

We also appreciate the help given us by Miss Charity Holland who is our student evaluator and is responsible for selecting student for the basic training classes.

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The Overall Objectives of
the Trainable School

1. To help the students to live better with one another and their environment.
2. To teach the child to better take care of his physical needs.
3. To develop the student's skills for working and playing.
4. To teach him to make better use of his leisure time and to be happy.
5. To prepare the student for job opportunities on campus.
6. To prepare him for better living in case of eventual placement.

Suggestions to Teachers

1. In short classes which last less than one-half a day, only one or two subjects should be stressed each day depending on the class and the subjects.

2. A constant check should be kept to make sure all important topics are studied frequently.

3. Procedure in lesson and time spent on each topic is largely left up to the teacher, but the course should cover all important subjects and experiences.

4. In addition to their own special objectives and values, the "General Activities", listed under No. III in the outline, are excellent media for further developing "Self-Care", "Social Skills", "Number Development", "Communication Activities", and some "Prevocational Skills".

5. In prevocational kindergarten and elementary prevocational classes, social adjustment and other special needs are considered more than actual job practice and practical skills.

6. The teacher should give the student varied experiences involving each important idea, thereby, strengthening the student's concept and memory of each idea. Repetition is important in learning especially for the trainables.

7. Make use of the library and other sources of materials relating to this field of work.

8. Discuss students with the student evaluator.

9. Discuss the program and problems at the appropriate time with the director and, if beneficial, with the group. The staff should continue to meet periodically as long as there is a need.

10. Criticize your program within your department but give your program and job your interest and good support and give your students love.

Criteria for Selecting Students

for Basic Training

1. Student should be six years old or older and not over 20.

2. Student should have a mental age of at least three years.

3. The student should have an I.Q. of at least 25 but not over 55.

4. The student should have no serious emotional or behavior problems.

5. The student should be free from any serious physical defects.

6. Any student which deviates from these criteria that the student evaluator recommends.

7. The student should be evaluated and recommended for this training by the student evaluator.

8. The student must be able to benefit by this program.

Suggested Levels of Activities

I.Q.	*M.A.	Age	I.Q.	M.A.	Age	Levels
25 35	3	12 9	45 55	3.5	6 8	Prevocational Kindergarten First Level
35 45	4	12 9	25 35	4.5	16 13	Elementary Prevocation Second Level
45 55	5	12 9	25 35	5	20 17	Prevocation Third Level
35 45	6	16 13	45 55	7	16 13	Advanced Prevocation Fourth Level

* Approximate M.A.

Caswell School
Trainable School

Lesson Form

Class ______________________________ Teacher ______________________________

Room ______________________________ Date ______________________________

- -

I. Lesson Activities and Objectives

II. Material

III. Lesson Record

IV. Comments

Caswell School

Trainable School
Grade Sheet for
Social Skills

Skills	None	Poor	Fair	Good	Superior
Is Courteous					
Is Polite					
Greets Teacher					
Is Kind					
Cooperates With Group					
Cooperates With Teacher					
Follows Instructions					
Concentrates on Work					
Shows Initiative					
Shows Pride in Work					
Coordination					
Work Tolerance					
Neat					
Clean Clothing					
Clean Body					
Shows Safe Behavior					
Industrious					
Aggressive					
Dependable					
Honest					
Fair					
Tactful					
Obeys Simple Commands					
Understands Simple Instructions					
Speaks Clearly					
Vocabulary					

CASWELL CENTER
Trainable School

Grade Sheet for
Trainable Skills

Work Activities	Unsuccessful	Poor	Fair	Good	Superior
Laundry					
Ironing Clothes					
Ironing Flatwork					
Folding Clothes					
Sorting Clothes					
Loading Clothes					
Hospital					
Make Beds					
Scrub Floors					
Mop and Dry Floors					
Clean Restrooms					
Wash Walls					
Bathe Patients (Babies)					
Help Feed Patients (Babies)					
Dress Patients					
Empty Trash Cans					
Sewing Room					
Operate Sewing Machine					
Patch Clothes					
Sew Straight Seam					
Sew on Buttons					
Make Button Holes					
Farm					
Rake Leaves					
Mow Grass					
Pick up Trash					
Harvest Crops (Peas, Beans, Dewberries, corn, etc.)					
Plant crops					
Chop Crops					
Carry Milk					
Feed Animals					
Shovel Dirt					
Dig Dirt					
Use Pitch Fork					

Work Activities	Unsuccessful	Poor	Fair	Good	Superior
Store Room					
Load Trucks (food and dry goods)					
Unload Trucks (food and dry goods)					
Stock Supplies					
Deliver Supplies					
Other					
Sweep with Dust Down					
Use Vacuum Cleaner					
Care & Identification of Tools					
Dusting					
Shine Shoes					
Washing and Drying Dishes					
Setting of Table					
Hand Washing					
Starching of Clothes					
Cleaning of Vegetables					
Cleaning and Defrosting Refrigerator					
Learning How to Help with Small Children					
Dressing					
Bathing					
Feeding					
Safety					

I. Self-Care

A. Health

1. Objectives
   a. To establish a definite routine of health habits for self-care and personal cleanliness through daily practice in the classroom.
   b. To understand the need for and importance of proper food and good eating habits.
   c. To understand when and how much water to drink.
   d. To understand the need for proper amount of sleep and the importance of good posture in building a healthy body.
   e. To understand the sanitary care of food.
   f. To understand proper sanitary precautions to be observed with relation to drinking and toilet facilities.

2. Activities
   a. Listening to health songs and stories on records and radio.
   b. Listening to stories told by teacher on such topics as having clean hands, drinking milk, eating vegetables, and brushing teeth.
   c. Learning the use of the most used parts of a First-Aid Kit, such as dilute antiseptics, sterile bandages, and adhesive compresses, etc.
   d. Taking walks through the school, around the playground to notice unhealthful conditions, such as broken glass, gum in the drinking fountains, etc.
   e. Watching sound moving pictures of health activities.
   f. Making health posters to be placed on the bulletin board—may be drawn, painted, or may be "cut outs" pasted upon cardboard backgrounds.

B. Personal Grooming

1. Objectives
   a. To teach the fundamental processes involved in dressing.
   b. To stress the importance of caring for one's clothes and shoes.
   c. To impress the fact that all new clothing cost money and must be paid for by someone.
   d. To improve the child's appearance with a clean and healthy body.

2. Suggested Activities
   a. Taking care of the hair.
   b. Bathing, soap and water facials, deodorants.
   c. Brushing teeth, massaging gums, visits to dentist.
   d. Applying proper make-up, care of the skin.
   e. Washing hands, hand lotions, manicure.
   f. Good standing, sitting, sleeping posture.
   g. Selecting clothes that are becoming.
   h. Proper ways to wash sweaters, clean shoes, press garments.
   i. Proper ways to darn socks, mend ripped seams, sew on straps, buttons, replace elastic.
   j. Field trips.

C. Safety

1. Objectives
   - a. To make the child safety conscious.
   - b. To acquaint the child with those factors which promote safety and factors which endanger their safety.
   - c. To help the child to realize that bodily comfort and health are closely related to good safety habits.
   - d. To arouse the child's interest to work for his own safety and for the safety of his neighbors in the community.
   - e. To promote better discipline.
   - f. To teach safety at play, such as taking ones turn.

2. Suggested Activities
   - a. Cleanliness in safety.
   - b. Safety in going up and down stairs.
   - c. Safety in piling things, lifting things, lowering things.
   - d. General shop safety rules.
   - e. Safety with hand tools.
   - f. Safety around machinery.
   - g. Proper care of clothing for the job.
   - h. Quick response to command from the leader.
   - i. Viewing sound films on safety.
   - j. Learning to recognize signs for better safety.
   - k. Field trips.

II. Social Development

A. Attitudes

1. Objectives
   - a. To develop attitudes of tolerance.
   - b. To develop a sense of loyalty in each child.
   - c. To strive for fair play and honesty in all undertakings.
   - d. To develop self-reliance and courage.
   - e. To learn to cooperate with others.

2. Activities
   - a. Tolerance
     - 1. Adequate recognition of individual differences must be respected.
   - b. Cooperation
     - 1. Participation in group activities.
       - (a) Planning together for any future event.
       - (b) Working together toward a common goal, such as bringing papers for a paper sale, decorating the Christmas tree for the school.
       - (c) Contributing to a room exhibit; illustrating some phase of school work.
     - 2. Organization of a school museum.
   - c. Fair play and honesty.
     - 1. Engaging in sports; playground activities.
     - 2. Facing situations truthfully.

d. Self-reliance and courage.
    1. Participating in activities.
    2. Telling stories to younger children.
    3. Keeping an orderly desk (table).
    4. Learning to read signs, write name.
    5. Doing something for others.
        (a) Making a craft article or painting a picture for someone.
        (b) Collecting pictures for scrapbook for sick children in hospitals.
        (c) Girls may help each other with their hair in grooming class, etc.
        (d) Boys and girls may help cottage parents in keeping living unit attractive, etc.

e. Loyalty
    1. Loyalty to the home and its members.
    2. Loyalty to school.
    3. Loyalty to church, clubs, and friends.

B. Courtesy and Manners

1. Objectives
    a. To help each child to establish for himself a desirable set of character values.
    b. To help children make choices and decisions in harmony with our socially accepted culture patterns.
    c. To promote growth in the habit of meeting new social situations with due considerations to what is the most desirable conduct.
    d. To make automatic, through repeated use in life situations, those accepted responses, the demands for which are frequent.
    e. To acquaint the children with accepted courtesies that have come to this generation as a social heritage.
        1. Those that aid the individual in living successfully with the group.
        2. Those that aid the group in living with the individual or in functioning as a part of a larger group or a community.

2. Activities
    a. Getting a chair, book, program or the like for a guest in the room.
    b. Making simple but proper introductions.
    c. Returning a greeting.
    d. Waiting in line to be served.
    e. Going on errands for the good of the group.
    f. Listening when other children or the teacher talk.
    g. Walking and talking quietly.
    h. Leaving sand, stones, and the like where they belong.
    i. Using "please", "thank you", "excuse me", and other accepted phrases at the proper time.
    j. Taking turns in games, dramatic plays, etc.
    k. Sharing work materials.
    l. Putting materials away when through using them.

m. Learning the proper time to do things.
n. Minding the rules of a game.
o. Helping a child in trouble, such as one who may have spilled crayolas, paint, etc.
p. Putting trash in trash cans.
q. Cleaning up papers and crumbs.

III. General Activities

A. Art and Crafts

1. Objectives
   a. To develop coordination between eye and hand.
   b. To provide satisfying and pleasant experiences through developing small and simple successes into maximum successes the individual can achieve.
   c. To train the child towards good work habits.
   d. To assist in the development of such psychological functions as language and speech, visual discrimination, and spatial relationships, auditory discrimination and memory in following directions.
   e. To develop skills and techniques necessary for diversional activities, economic improvement and beautification of home, school or the ward.
   f. To provide, in general, a prevocational and prevocational readiness.
   g. To develop an understanding of the character of various materials.
   h. To provide an opportunity for the students to create.

2. Activities
   a. Art
      1. Drawing--pencil and crayon.
      2. Paper--cutting, folding and tearing
      3. Modeling
      4. Finger painting
      5. Scribbling
      6. Designs
      7. Water color
      8. Collections
      9. Stenciling
      10. Making scrapbooks
      11. Temporary arts (Making attractive articles of no intrinsic value for festival occasions only. Not intended to last, they disappear when the merry-making is over.)
   b. Crafts
      1. Clay
      2. Wood
      3. Weaving and yarn
      4. Basketry
      5. Plaster of Paris
      6. Soap carving
      7. Sculpturing
      8. Metal work (tin, copper, brass)

- b. Crafts (cont'd)
    - 9. Plastics
    - 10. Course needle work on materials that carry a design (stitching and embroidery)
    - 11. Fabric printing
    - 12. Making of puppets
    - 13. Marionettes
    - 14. Masks
    - 15. Leather lacing

B. Physical Activities

- 1. Objectives
    - a. To develop coordination, good posture and the use and control of large and small muscles.
    - b. To develop leadership and gain an understanding of the attitudes of fair play and sportsmanship.
    - c. To develop skills that may be used in leisure time.
    - d. To learn to respect equipment and grounds and to play in regular play areas.
    - e. To substitute socially acceptable outlets for sex drives.
    - f. To provide opportunities for self-expression and personal confidence.
    - g. To encourage the child to adjust to unpleasant as well as pleasant surroundings and situations.
    - h. To guide the child to assume a proper share of responsibility.

- 2. Activities
    - a. Carrying blocks, pieces of wood or stone, sand or gravel, from one place to another or gathering them into a pile.
    - b. Using the shovel, hoe, and wheelbarrow.
    - c. Digging gardens, clearing land of debris.
    - d. Cutting grass, raking yard, watering plants.
    - e. Sweeping, dusting, shaking rugs.
    - f. Washing, sewing, ironing.
    - g. Cooking, wheeling baby, and going on errands.
    - h. Shoveling
    - i. "Fixing up" the flower beds, removing stones, sticks, and weeds.
    - j. Making appropriate holiday decorations for the classroom.

C. Recreational Activities

- 1. Objectives
    - a. To develop skills that may be used in leisure time.
    - b. To develop leadership and gain an understanding of the attitudes of fair play and sportsmanship
    - c. To learn to respect equipment and grounds and to play in regular play areas.
    - d. To provide opportunities for self-expression and personal confidence.
    - e. For therapy in reducing anxieties.

- 2. Activities
    - a. Watching and listening.

(1) Attending a school ball game
(2) Watching television and movies
(3) Listening to phonograph records, stories

b. Going on excursions to carpenter shop, barber shop, dairy barns, power plant, shoe repair shop, greenhouse, warehouse, tailor shop, fire department, and butcher shop.

c. Having treats and parties
  (1) Sharing snacks
  (2) Picnicking in the woods
  (3) Having a cooperative school Halloween party.

d. Quiet individual and small group play
  (1) Looking at picture books and magazines
  (2) Playing with small toys
  (3) Using the View Masters and Tru-Vues.
  (4) Playing easy card games ("Fish" and "War")
  (5) Coloring with crayons
  (6) Playing in the sandbox

e. Sustained dramatic play

f. Active individual play skills
  (1) Riding scotters made in school
  (2) Using playground equipment (climbing, bouncing, and jumping)
  (3) Pitching horseshoes
  (4) Bouncing balls out-of-doors
  (5) Rollerskating
  (6) Flying kites made in school
  (7) Flying gliders
  (8) Using sleds
  (9) Doing stunts and mimetic exercises (somersaults, hopping, jumping, skipping, playing "Simon Says")
  (10) Playing with water, floating
  (11) Playing in the snow (sliding, snowballing, tunnelling, building snowmen and forts)

g. Active group games
  (1) Playing dodge ball
  (2) Playing games chosen from Game Book (Red-Light, Tag, Hide and Seek, Boiler-Burst, Cat and Rat, Circle-Ball, Midnight, and Charlie-over-the-Water)
  (3) Playing "Sense Games"

h. Performing for fun and for others
  (1) Singing
  (2) Telling Stories

D. Music

1. Objectives
  a. To stimulate the imagination and to obtain the fullest enjoyment.
  b. To develop a sense of time, rhythm and tone quality.
  c. To develop continuity of thought and speech.
  d. To develop and coordinate large and small muscles.
  e. To provide emotional outlets through listening, rote singing, rhythms, dancing in its various forms, and the interpretation of music.

2. Activities
    a. Singing Games ("Mulberry Bush", "The Shoemaker", and "Broom Man")
    b. Song dramatization ("Jack and Jill", "The Woodpecker", "Baa-Baa-Black Sheep")
    c. Creative rhythms (Building a house, chopping trees, sawing logs, hauling logs to mill, cutting logs into lumber, laying foundations, hammering, sawing, mixing cement, painting.)
    d. Marching and recreational drills
    e. Rote songs
    f. Interpretative dancing
    g. Folk dancing
    h. Creating original melodies
    i. Using the phonographs, radios, television

E. Nature Study

1. Objectives
    a. To develop habits of more careful observation.
    b. To extend wholesome interest in the physical environment and thoughtful care of living things.
    c. To bring about an acquaintance with those scientific facts that concern health and safety.
    d. To add to the power to interpret simple phenomena of the physical environment and of the behavior of living things.
    e. To open up some possibilities for the use of leisure time.

2. Activities
    a. Watch the clouds, stars, rain, snow, sun, moon.
    b. Observe the change of seasons.
    c. Become acquainted with the flowers, trees, and rocks in the immediate vicinity.
    d. Habits of common birds, animals, and fish.
    e. Behavior of the butterfly, caterpillar, and ant.
    f. See snow crystals under magnifying glass.
    g. Catch snow in a container and watch it melt.
    h. Freeze water.
    i. Care for pets and for plants.
    j. Boil water and watch the steam. (fog)
    k. Watch a lighted candle go out when placed under a glass.
    l. Watch water disappear from the blackboard after washing.
    m. Plant seeds in flower boxes and watch growth.
    n. Raise animals, birds, fish.
    o. Visit museums and zoos.
    p. Gardening

F. Number Development

1. Objectives
    a. To develop a concept of number values.
    b. To give the child a meaningful experience with numbers.
    c. To teach the child to identify the coins.
    d. To teacher the child the equivalents of the coins.
    e. To teach the child to make change for any amount out of nickel, dime, or quarter.

f. To teach thechild to count simple quantities of money made up of dimes, nickels, cents.
g. To help the child acquire a sense of monetary values, such as to know what a quarter will buy that cannot be bought for a dime.
h. To associate time with important daily activities
i. To tell time by the hour, ½ hour, ¼ hour.
j. To Tell birthdate.
k. To tell important holidays.
l. To keep track and tell own age.
m. To tell the day, week, month and year.
n. To tell the periods of the day--morning, noon, evening, or night.
o. To know that a year is longer than a month.
p. To distinguish the comparative duration of an hour, and a day.
q. To develop the child's concepts of quantity.
r. To develop the child's concepts of relationships.

2. Activities
   a. Representations in pictures; i.e., 4 baby ducks and one mother duck; 2 black dogs and 3 brown dogs; 3 birds in a tree and 2 in the sky.
   b. Desks, scissors, crayons to count.
   c. Boys, girls in the class to count and to compare.
   d. Boys, and girls absent today and yesterday.
   e. Party preparations--counting napkins, plates, cakes.
   f. Counting articles needed such as bottles of milk for lunch, number of paint brushes needed for work period.
   g. Ability to read and understand house numbers, room numbers, and telephone numbers.
   h. Handle real coins in practicing counting money.
   i. Have students try to identify coins by sense of touch with eyes closed.
   j. Exhibit a number of pennies, nickels, and dimes and let the children identify them by name and number of coins--1 cent, 2 cents, 1 nickel, 3 nickels, 1 dime, 4 dimes.
   k. Learn relationships of various coins. Count out five pennies for a nickel and ten pennies or two nickels for a dime. Know that (5¢) means 5 cents and (10¢) means 10 cents.
   l. Counting pennies in a penny bank.
   m. Compare a quarter in size, thickness, and appearance with a penny, nickel, and dime.
   n. Practice in using equivalents, such as "five pennies for a nickel" or Two nickels for a dime."
   o. Mimeographed faces of clocks may be used with the hands in the hour, ½ hour, and ¼ hour position. The child is asked to tell the time of each clock face.
   p. Pictures may be shown of a girl, boy, and baby. Which one is the oldest? Youngest?
   q. Using the classroom clock, tell the time to go home, and the time for lunch.
   r. Using pictures of a bus, train, car, horse, and the child is asked which one of these he would take to get to a far away place in the shortest time, etc.

s. Have on hand in the classroom a cup, pint jar, and a quart jar with which to measure sand, water, etc. 2 cupfuls = a pint, 2 pints = a quart.
t. In playing store, the children buy articles sold by dozen, or the ½ dozen.
u. Put a few objects, such as pennies, jacks, marbles, or the like, in three separate groups or piles. Have the child indicate the group or pile containing the most objects.
v. Using the measuring cup and spoon, make jelly, cocoa, junket, candy, or cookies.
w. Have the children bring and use egg boxes to plant a dozen seeds; to hold a dozen Christmas tree ornaments.
x. Use household scales to weigh one pound, five pounds, ten pounds.
y. Show the child three or more objects, such as blocks, boxes, balls, and have him point to the biggest and smallest objects.
z. Show the child three or more pencils or pieces of chalk of varying sizes. Have the child select the shortest and longest.
z^1. Place three objects at varying heights, possibly one on the table, one on small chair, one on floor, and have the child find the highest and lowest one.
z^2. Children may be asked to place objects on the lowest shelf in the cupboard, bring the longest pencil, point out the highest picture, note the smallest fish in the fishbowl.

G. Communicative Activities

1. Objectives
   a. To provide a means of expression and to develop self-confidence.
   b. To improve speech.
   c. To develop the ability and the willingness for group participation.
   d. To demonstrate and exercise visual and auditory discrimination.
   e. To speak and think with more adequate expression.
   f. To provide a wider understandable vocabulary.
   g. To recognize important signs instantly.
   h. To promote small muscle development.
   i. To promote eye and hand coordination.
   j. To promote writing skills.

2. Activities
   a. Talk to the children.
   b. Encourage discussion and note which children are unable to express themselves beyond two and three words.
   c. Read stories to the children and later have the children re-tell, re-enact, or draw pictures about the story.
   d. Encourage dramatic play, by both re-enacting stories read to them and by the development of group stories.

    e. Develop "picture reading".
    f. Encourage telephone conversation, radio and television programs, using toy telephones and toy microphones.
    g. Use echo and answer games where children are divided into two groups and one group "echoes" a line or answers a question from the other.
    h. Music periods are valuable in proving whether or not the child can hear differences, carry a tune, articulate correctly.
    i. Writing name, address, and age.
    j. Writing dates.
    k. Copying stories and letters.
    l. Recognizing signs, room numbers, house numbers.

IV. Prevocational Activities

A. Objectives

1. For better success and better placement in a work assignment on campus.

2. For better self-sufficiency.

3. For better confidence in self and feeling of being successful and useful.

B. Areas

1. Laundry
    a. Ironing clothes
    b. Folding clothes
    c. Sorting clothes
    d. Loading clothes
    e. Fold sheets

2. Hospital
    a. Make beds
    b. Scrub floors
    c. Clean restrooms
    d. Wash walls
    e. Bathe patients (babies)
    f. Help feed patient
    g. Dress patients (babies)
    h. Empty trash cans
    i. Washing windows (from inside)

3. Sewing Room
    a. Operate sewing machine
    b. Patch clothes
    c. Sew straight seam
    d. Sew on buttons
    e. Make button holes

4. Farm
    a. Rake leaves
    b. Mow grass
    c. Pick up trash and other litter

   - d. Harvest crops (peas, beans, dewberries, corn, etc.)
   - e. Plant crops
   - f. Chop crops
   - g. Carry milk
   - h. Feed animals
   - i. Shovel dirt
   - j. Dig dirt
   - k. Use pitch fork

5. Storeroom
   - a. Load trucks (food & dry goods)
   - b. Unload trucks (food & dry goods)
   - c. Stock supplies
   - d. Deliver supplies
   - e. Dusting

6. Others
   - a. Washing and drying dishes
   - b. Setting a table
   - c. Hand washing and starching of clothes
   - d. Cleaning vegetables
   - e. Cleaning and defrosting of refrigerator
   - f. Learning how to help with small children by training with dolls.
   - g. Use of vacuum cleaner
   - h. Care and identification of tools and implements.

ACADEMIC HOME ECONOMICS CURRICULUM

Caswell School

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Home Economics Curriculum
for Mentally Retarded Children

In a school for mentally retarded children, the Home Economics Department serves several purposes. The main purpose, of course, is a classroom where homemaking classes are taught. The department also serves as a substitute for the kitchen at home where the child makes cookies, etc. and learns that someone loves him enough to allow him to make a mess or "lick" the bowl after the birthday cake has been made. Small class situations allow for learning table manners, simple nutrition and learning to work with other children and adults. It is also a place for specialized training for specific jobs.

The ultimate goal of the Home Economics Department is to train each student to be a better citizen in the Caswell community and wherever he goes when he leaves Caswell.

The Home Economics Curriculum is patterned after the Public School Home Economics Curriculum and includes units of study in Foods and Nutrition, Clothing and Personal Grooming, Social Relationships, Health and Care of the Sick, Housing and Home Management, and Child Care.

Classes in homemaking are planned around the needs, present and future, and interests of the students. Extra care is used to make things understandable and concrete. Our students do not comprehend theory or abstract ideas. Home Economics by its very nature provides simple, concrete and useful experiences which will help our students become self-reliant, worthy individuals and citizens.

The key words remembered in planning Home Economics lessons are direct, concrete, orderly, exploratory, and practical.

Overall Objectives for Home Economics

1. To learn to assume and fulfill responsibilities.
2. To learn to live and play together with other boys, girls and adults.
3. To learn motor skills.
4. To observe physical growth and health rules.
5. To promote feeling of security and belonging.
6. To develop healthy attitudes of dealing with personal problems, success, failure, and limitations.
7. To create respect for authority and parent figures.
8. To aid classroom teachers in developing academic skills.
9. To create an awareness and interest in different occupations.

Home Economics for Intermediate and Primary Girls

I. Objectives

- A. To become familiar with kitchen equipment, its uses and care.
- B. To develop an interest in home economics.
- C. To develop skill in simple work habits such as washing, drying dishes.
- D. To learn safety practices in the kitchen.
- E. To learn to follow instructions and to work harmoniously with classmates.
- F. To develop lady-like characteristics, manners and behavior.

II. Suggested Activities for Primary and Intermediate Girls

- A. Simple cooking such as sandwiches, salads, cookies, breads.
    1. Special emphasis is put on using the correct equipment, calling names of equipment, learning to recognize ingredients and equipment.
    2. The correct way to mix, cut, etc. is practiced.
    3. Safety is of upmost importance and girls learn to work around heat and electricity.
    4. The importance of working together, sharing responsibility and taking turns while working is stressed.
- B. Special projects are planned for such occasions as Christmas, Easter, and Halloween.

Home Economics for Boys

I. General Objectives for Teacher

  A. To help the young man develop some independence and know-how in solving his food problems.

  B. To help the young man acquire the understandings, judgments and abilities which will help him solve his clothing problems satisfactorily.

  C. To help the young man become aware of the problems involved in the use of the weekly or monthly income, and begin to gain some insight in solving money problems.

  D. To help the young man to learn to recognize good housing conditions and to realize how housing affects one's health, mental hygiene and social life.

  E. To help the young man develop some ability in dealing with people. (To develop confidence and poise.)

  F. To help the young man learn to live in a competitive society and to realize his obligations to society.

  G. To develop an interest in cooking and other household tasks so the young man will be willing to help with tasks.

II. Students Will Be Taught

  A. Social Relationships

    1. Dating do's and don'ts
    2. Boy-girl problems
    3. Daily etiquette
    4. Table manners

  B. Foods and Nutrition

    1. Selection of adequate, well-balanced meals at public eating places.
    2. How to prepare simple well-balanced meals.
    3. How much does food cost in grocery stores, restaurants, etc.
    4. How to serve tables--duties of a host.
    5. Etiquette and appropriate behavior for various occasions.
      a. Public eating places
      b. Friends homes
      c. Dating
      d. Sports events

6. Simple forms of entertaining.

C. Clothing --Selection and Care

1. Suitable dress for work, church, dating, sports and leisure time.
2. Names, cost, wearing qualities of outer garments and undergarments.
3. How to buy best quality for the money.
4. How to select ties, shoes and hats.
5. How to select shaving soap, razors, shampoo, etc.
6. How to launder personal clothing, socks, etc.
7. How to wash and iron a sport shirt and wash and wear pants.
8. How to remove spots and press pants.
9. How to mend rips and sew on buttons
10. How to store out-of-season clothing.
11. Experience in making a summer sport shirt.
12. How to mend clothing on machine.

D. Some Activities Concerning the Distribution of Money for Food, Shelter, Clothing, Recreation, Etc.

E. Factors Involved in Selecting a Place to Live.

1. Physical aspects of living.
2. What about drinking?
3. One's obligation to the community.

F. Use of Leisure Time

1. Acceptance, worthwhile activities.
2. Harmful activities

G. Getting Along With People

1. Individual differences
2. Mental Hygiene

H. Skill in Use and Care of Sewing Machine.

Home Economics for Secondary Girls

I. Objectives

A. To develop an awareness that time and energy need to be used wisely and to learn some simple ways to do this.

B. To develop some skill in doing simple household jobs.

C. To help the girls develop self-confidence and overcome inferiority feelings.

D. To help the girls realize that any job worth doing is worth doing well

E. To develop a desire to improve personal appearance through the practice of good health habits and good grooming practices.

F. To help the girls become better able to care for their physical needs and begin to grow toward emotional maturity.

G. To help the girls gain a wholesome attitude toward responsibility and honest work.

II. Secondary Units

A. Sharing With Care of Young Children

1. Students will be taught
   - a. How children grow—physically and mentally.
   - b. How to help young children enjoy books, pets, music, toys, etc.
   - c. How to prevent young children from hurting themselves and others.

2. Possible activities for the class
   - a. Filmstrip on feeding the baby, bathing the baby and how young children grow and form habits.
   - b. Practice bathing and dressing a doll.
   - c. Practice lifting and holding a doll.
   - d. Reading stories young children like.
   - e. Discussion of safety rules where young children are concerened.

B. Housekeeping and Home Management

1. Students will be taught
   - a. How to save time and energy while working in the kitchen.
     - 1. How to sit while doing kitchen chores.
     - 2. To plan work before you begin.
     - 3. Correct procedure for washing dishes, etc.

- b. How to do household tasks such as
    - 1. Sweep and scrub floors.
    - 2. Dust furniture.
    - 3. Wash windows and mirrors.
    - 4. How to clean kitchen furniture and appliances.
- c. Safety practices in kitchen and rest of house.

2. Suggested activities for class.
    - a. Actual practice doing household tasks in home economics department.
    - b. Film on home safety

C. Social Relationships

1. Students will be taught
    - a. What a friend is and how to be one.
    - b. How to get along with girls in the building and classmates in the classroom.
    - c. To understand and tolerate differences in people.
    - d. To work cooperatively with other people.
    - e. To take turns and to assume responsibility.
    - f. Some good ways of using free time.

2. Suggested activities for the class
    - a. Surprise evaluations of class periods by a check list made up by students of desirable working habits and personality traits.
    - b. Films and filmstrips on personality and getting along with people.
    - c. Films, field trips and discussion of acceptable ways to spend spare time.

D. Foods and Nutrition

1. Students will be taught
    - a. How personal appearance and health can be improved by developing and practicing good food habits.
    - b. How to set a table.
    - c. Good table manners for various occasions.
    - d. How to prepare snacks, simple breakfasts and special dishes.
        - 1. After-school snack
        - 2. Breakfast suitable for self
        - 3. Simple sandwiches
        - 4. Simple desserts
        - 5. Soup, sandwich lunches
    - e. How to select a meal from cafeteria line.
    - f. Ability to work and get along with others in class.

2. Activities for class
    - a. Keep records of food habits and addition of new desirable habits.
    - b. Mice feeding experiment to show effects of foods.
    - c. Practice setting table, eating own cooking and then cleaning up.
    - d. Practice selecting good meal from display of food pictures.

E. Good Grooming and Clothing Construction

1. Students will be taught
   - a. How a girl can be well-groomed and its value to her.
   - b. Importance of correct posture.
   - c. How to keep clothes clean, neat, well-fitted.
   - d. How to use and care for sewing equipment.
   - e. How to construct a simple garment.
   - f. How to make simple repairs.
   - g. An awareness of beauty in clothes.

2. Suggested activities for the class
   - a. Keep good grooming charts and have surprise grooming checks throughout the year.
   - b. Films, discussion and practice of various good grooming practices such as hand care, shampoo, shining shoes, etc.
   - c. Wahing and ironing of own clothes.
   - d. Learning name, use and safety use of sewing machine and small sewing equipment.
   - e. Learning to make straight and curved seams.
   - f. Learning to press or iron simple garments.
   - g. Actual construction of a gathered or pleated skirt.
   - h. Practice making simple repairs, sewing on buttons and mending rips.
   - i. Practice matching skirts and blouses, dresses and jewelry.

Home Economics for Advanced Secondary Girls

I. Objectives

- A. To develop some ability to manage personal resources. (Money, time, energy, etc.)
- B. To develop some skill in performing simple household operations. (cooking, washing, cleaning, etc.)
- C. To develop some ability and knowledge of how to live in a competitive society.
- D. To develop a desire to attain emotional maturity and good mental health. (Realize one's limitations and overcome inferiority feelings.)
- E. To develop the ability to participate constructively in group and community activities.
- G. To develop some ability of how to care for young children in the home.
- H. To develop the desire and teach the students how to improve their personal appearance through the practice of good health habits and good grooming practices.
- I. To develop some judgment in making, buying and wearing clothing.
- J. To teach the students to select and/or prepare nutritious foods for themselves and family or employer.

II. Advanced Secondary Units

- A. Baby Sitting and Life Begins
  - 1. Students will be taught
    - a. To understand that children grow physically, mentally and socially.
    - b. How to feed a baby. How to introduce new foods to children.
    - c. How to bathe and dress a baby.
    - d. How to protect young children from danger.
    - e. The responsibilities of a baby sitter.
    - f. The responsibilities and privileges of parenthood.
    - g. How heredity and environment affect a person.

- h. The care needed for an expectant mother.
- i. The needs of a young baby.
- j. Maternal and child welfare services available in the community.

- k. Illegitimacy and how it could have been prevented.

2. Suggested activities for the class
   - a. Filmstrips and films on feeding, bathing and caring for the baby.
   - b. Bathing and dressing a life-size doll.
   - c. Talk by doctor on care of expectant mother.
   - d. Visit to public health office, etc.
   - e. Detailed discussion on responsibilities of baby-sitting, also filmstrips.

B. Housekeeping and Home Management

1. Students will be taught
   - a. How to use and care for equipment.
     1. Stove
     2. Washing machine
     3. Refrigerator
     4. Steam-dry iron
     5. Vacuum cleaner
     6. Small electrical equipment
   - b. How to manage their time and energy so the work will be done.
   - c. How to make a home more livable.
     1. Care of bathroom
     2. Care of bedroom
     3. Care of living room
     4. Care of kitchen
     5. Care of closets
   - d. How to make a home more attractive.
     1. Flower arrangement--growing plants
     2. Curtains--accessories
     3. Furniture arrangement
   - e. How and what kind of living arrangement is best for a single girl working in a city.

2. Suggested activities for class
   - a. Experience in doing household jobs and caring for equipment and appliances.
   - b. Field trip to see rooms for rent in a city.
   - c. Make accessories for a room.
   - d. Set up small living room area in home economics department.
   - e. Films on home improvement and home management.
   - f. Field trips to dry cleaning plant, laundromat, etc.

C. Social Relationships

1. Students will be taught
   - a. What a friend is and how to be one.

b. What makes a person a happy, well-adjusted individual.
c. Why a wholesome attitude toward assuming home responsibilities is necessary.
d. Some inexpensive ways to use free time in a pleasant yet worthwhile way.
e. How to establish satisfactory relationships with other girls, boys, older people and people in authority.
f. An understanding of the importance of getting along well with present friends as preparation for later life.
g. An appreciation of the role of religion, education and social growth in the development of a person.
h. An awareness of what occupations are open to girls with home economics training.
i. Importance of public behavior.

2. Activities for the class
a. Personality check sheets made by class and kept by each girl.
b. Films and filmstrips on personality.
c. Experiences in sharing and assuming responsibility.
d. Discussions and readings, talk by minister on meaning of marriage.

D. Clothing and Good Grooming

1. Students will be taught
a. Purpose and need for good grooming.
b. Role of proper grooming in getting and keeping a job.
c. Importance of correct posture,
d. Methods of keeping clothing clean, neat and well-fitted.
e. How to select proper ready-made clothing for work and other occasions.
f. How to use and care for sewing machine and all other equipment.
g. How to select becoming pattern and material and construct a practical, becoming garment for self.
h. What kinds and how many clothes are needed for a satisfactory wardrobe.
i. How to select suitable and becoming accessories which may be combined in different ways to create a variety of outfits.
j. How to remodel and repair clothing.
k. Proper washing techniques.
i. Development of some skill in good rooming practices.

2. Suggested activities for class
a. Make and keep good grooming check list.
b. Take posture pictures and try to improve posture.
c. Experiences in shampooing hair, manicuring nails, polishing shoes, applying make-up, pressing clothing, selecting ready made undergarments, selecting costume jewelry, mending clothing, wahing clothing, and coordinating clothing.

   - d. Experience in using small sewing equipment, using sewing machine, selecting becoming pattern, selectin durable material, cuttion out a simple dress, constructing and fitting a dress, and using steam-dry iron.

E. Foods and Nutrition

1. Students will be taught
   - a. How personal appearance and health can be improved by good food habits.
   - b. Good table manners for all occasions.
   - c. What a well-balanced diet is.
   - d. How to work co-operatively with ohher students in the foods lab.
   - e. How to plan, prepare and serve simple meals.
   - f. How to prepare and serve party foods.
   - g. How to clean a kitchen and equipment.
   - h. How to measure food ingredients.
   - i. How to use and care for kitchen equipment.
   - j. How to prepare special foods such as meats, hot breads, salads, cakes, frozen desserts.
   - k, How to prepare special foods for Christmas, Halloween, Easter, school holidays and meetings.
   - l. How to set a table correctly and attractively at all times.
   - m. Personal preparation for kitchen work.
   - n. Some ability to read and follow recipes.
   - o. Some practice in grocery shopping and storing of the food.
   - p. Some ability to plan, prepare, and serve food to guests at various occasions.
   - q. Some ability in reading menus in restaurant.

2. Suggested activities for the class
   - a. Keep progress charts of food habits.
   - b. Practice good table manners, setting table, serving food, table conversation and clearing the table.
   - c. Choosing meals from displays of food pictures.
   - d. White mice feeding experiment.
   - e. Experiences of using stove, measuring ingredients, reading and following recipes, using small electric, cleaning and caring for equipment.
   - f. Experiences in preparing meats, vegetables, beverages, salads, breads, desserts.
   - g. Experiences in preparing and serving breakfasts, lunches or dinners, parties, snacks, entertaining.

F. Home Care of the Sick (This unit will be taught with Mrs. Perry giving the girls actual experiences in the hospital.)

1. Students will be taught
   - a. Purpose of public health facilities in the community.
   - b. Practice home nursing techniques.
   - c. how to prepabe diet foods for the sick.
   - d. how to fix a tray for a sick person.
   - e. How to keep sick children and older people busy and happy with past-time activities.

2. Suggested activities
   a. Visit to public health office or a talk by public health nurse.
   b. Planning and preparing diet foods.
   c. Fixing trays for bed patients.
   d. Planning activities for young children and older people confined to bed.

PREVOCATIONAL TRAINING CURRICULUM

CASWELL SCHOOL
KINSTON, NORTH CAROLINA

Introduction

Prevocational training at Caswell School is designed for students in the secondary and advanced secondary school groups. These students attend school one-half of each day and the remainder of the day they will be on a prevocational training assignment. After three months on a training assignment they rotate to a new training assignment, and this continues until they complete the entire rotational program. Upon completion of the rotational program each student is placed on the training assignment that they like and show aptitude for.

The present rotational program consist of the following training areas:

- I. Girls
    - A. Laundry
    - B. Sewing Room
    - C. Hospital
    - D. Beauty Shop
- II. Boys
    - A. Shoe Shop
    - B. Farm
    - C. School
    - D. Recreation
    - * E. Barber Shop

Instructional classes are held in the beauty shop, shoe shop, barber shop, and hospital. These classes meet one hour each day during the work period.

Note: Boys do not work in the barber shop on the rotational program. They spend two hours in class per week with the training department barber, and this time is spent studying good personal grooming.

Objectives for Prevocational Training

1. Help student to become aware of what different types of jobs consist of.
2. Help the staff decide what each student's potentials are so he can be counseled in this direction.
3. Keep students occupied in something that they can succeed in.
4. Teach students to work with accepted practices.
5. Help student develop good work and health habits.
6. Teach students to assume responsibilities.
7. Help students develop motor skills.

Prevocational Training
in Shoe Repairing

During the training period in the shoe shop the trainees will spend one hour of their time per day in class. During the class time they will be studying tools, supplies, equipment, and procedures in fixing shoes. The remainder of the training time will be spent in the shoe shop learning to use the tools, supplies, and equipment in the process of fixing shoes. It is not expected that any of the boys will become finish shoe repairmen during this period of training.

I. Learn the Different Tools Used in This Trade and Their Purposes

A. List of Tools
  1. Shoe brush
  2. Oil can
  3. Large hammer
  4. Shoe last
  5. Belt knife
  6. Inking brush
  7. Leather rasp
  8. Tack hammer
  9. Hand stapler
  10. Skiving knife
  11. Tack nipper
  12. Belt punch
  13. Screw driver
  14. Heel lift
  15. Eyelet tool
  16. Rip knife
  17. Awl
  18. Tack puller
  19. Leather scratch
  20. Nail set
  21. Welt roller
  22. Cutting nips
  23. Groover
  24. Pulling nips
  25. Scissors
  26. Sharpening stone
  27. Dobber
  28. Snap tool
  29. Open end wrench

II. Learn the General Construction of the Shoe and Foot and the Individual Parts That Make Up the Shoe and Foot

A. Parts of a Shoe
  1. Quarter
  2. Lining

3. Tongue
4. Eyelets
5. Vamp
6. Tip
7. Outsole
8. Insole
9. Filler
10. Welt
11. Arch support
12. Heel
13. Heel base

B. Parts of the Foot
1. Heel
2. Arch
3. Ball of foot
4. Toes
5. Instep
6. Ankle

III. Learn the Names, Types, and Sizes of Nails and Their Use

A. Nails to be Used in Attaching Heels
1. Rubber heel nails; sizes 7/8, 8/8, 9/9, 10/8
2. Attaching nails; Sizes 6/8, 7/8
3. Top lift nails; sizes 5/8, and 19 and 20 gauge

B. Nails to be Used in Attaching Rubber and Leather Soles
1. Soling nails for rubber; sizes 4/8, 5/8, 6/8, 7/8
2. Clinching nails for leather; sizes 4/8, 5/8, 6/8, 7/8

IV. Learn the Names and Sizes of Heels That Are Used in a Shoe Shop

A. Men's Shoes
1. Half heel; sizes 9-10, 10-11, 11-12, 12-13, 13-14, 14-15, 15-16
2. Whole heels; sizes 9-10, 10-11, 11-12, 12-13, 13-14, 14-15, 15-16
3. Sport heels; sizes 8,10, 12, 14, 16

B. Ladies' Shoes
1. Scoop heels; sizes 2,3,4,5,6,7,8,9,11
2. Sport heels; sizes 1,2,3,4,5,6,7
3. Boys heels; sizes 2,3,4,5,6,7
4. Top lifts; cut from leather or rubber

C. Children's Shoes
1. Sport heels; sizes 1,2,3,4,5,6,7
2. Boys heels; sizes 2,3,4,5,6,7
3. Leather heels; sizes 2,3,4,5,6

V. Learn the Names and Sizes of Soles That Are Used in a Shoe Shop

A. Men's Shoes
1. Full soles; Sizes 8, 10, 12, 14
2. Leather half soles; sizes regular, large
3. Rubber half soles; sizes 9-11, 13-15, 17-19

- B. Ladies' Soles
    1. Leather half soles; sizes standard, large
    2. Rubber half soles; sizes standard, large

- C. Children's Soles
    1. Rubber half soles; Sizes LG, 5, 7

VI. Learn to Operate the Finishing Machind

- A. Sanding Soles and Heels

- B. Inking Soles and Heels

- C. Shining Edge of Finish Work

VII. Learn to Operate the Patching Machine

- A. Sewing Rips

- B. Patching Holes

- C. Sewing Other Items

VIII. Learn the Procedures in Operating the Stitching Machine

IX. Learn to Clean and Polish Shoes Correctly

- A. Cleaning Shoes
    1. Applying proper type of cleaner
    2. Removing cleaner from shoes

- B. Polishing Shoes
    1. Applying proper type polish
    2. Buffing shoe with brush
    3. Buffing shoe with sine cloth

X. Learn to Make Simple Repairs on the Machinery

- A. Changing Needles

- B. Threading Machine

- C. Changing Sandpaper

- D. Cleaning the Machine

- E. Oiling Machinery

XI. Learn to Keep the Shop Clean and Keep the Supplies Stocked in a Systematic Manner

Prevocational Training In
Personal Grooming for Girls

During the training period in the beauty shop the trainees will spend one hour per day in lectures and watching demonstrations which will emphasize good personal grooming. The remainder of training time will be spent learning to use the equipment in the shop and practicing good grooming on themselves and each other. Some reading material is available in the shop for the students who want to do extra reading on personal grooming. The students are also encouraged to visit the Caswell library to find reading material on personal grooming. Visual aids and field trips are used to give the students additional experiences in personal grooming.

I. Learn the Items That Are Necessary for Good Personal Grooming and How They Are Used

    A. List of Items
        1. Brush
        2. Comb
        3. Bobbie pins
        4. Shampoo
        5. Cream rinse
        6. Emery boards
        7. Cuticle nippers
        8. Cleansing cream
        9. Lipstick
        10. Eyebrow tweezers
        11. Wave clips
        12. Scissors
        13. Razor
        14. Thinning shears
        15. Clippers
        16. Make-up

II. Learn How to Care for the Hair

    A. The Importance of Having Their Own Com and Brush

    B. Shampoo Hair Once a Week or Twice if It is Needed

    C. Pin Curl Hair as Often as Is Needed to Make the Hair Look Nice

III. Learn How to Apply Make-up

    A. The Skin Requires Daily Care

    B. Different Types of Make-up Used
        1. Evening Make-up Should be a Deep Shade
        2. Street Make-up Should be a Light Shade

C. Make-up Should Always be Removed Before Retiring

IV. Learn How to Arch Eyebrows

A. Study the Face in Order to
  1. Determine how much arch to give the brows
  2. Know where to have the heaviest lines
  3. Determine where the brows should begin and where they should end.

V. Learn How to Care for the Finger Nails

A. Manicure the Finger Nails Once a Week

B. Keep the Cuticles Push Back

C. Shape the Finger Nails to Fit the Shape of the Hand

D. The Edge of the Finger Nails Should be Filed Smooth to Prevent Them From Catching on Things and Splitting

E. Finger Nails Should be Filed Short for Some Types of Work

VI. Learn How to Care for the Feet

A. Select Well Fitting Shoes

B. Wear Shoes Suitable for the Occasion

C. Try to Have at Least Two Pair of Shoes

C. Care for the Toe Nails in the Same Manner as the Finger Nails

VII. Learn How to Care for the Body

A. Take a Good Bath Daily

B. Use a Good Deodorant

C. Shave Under the Arms

VIII. Learn How to Care for the Teeth

A. See the Dentist as Often as is Needed

B. Teeth Should be Brushed Twice a Day

C. Try to Use a Good Mouth Wash

Prevocational Training In
Personal Grooming for Boys

During this training period the boys will spend two hours per week with the training department barber, and this time is spent learning and practicing good personal grooming. During the classes the boys will study personal hygiene, hair care, skin care, proper clothing, dental care, and care of the hands and feet. Demonstrations will be given in the barber shop. Lectures, visual aids, field trips, and reading material will be used to teach the different units in personal grooming. Cosmetics are kept on hand for use in the classes, and the students are taught to use these personal grooming materials. The students are also encouraged to visit the Caswell library to find reading material on personal grooming.

I. Care of the Hair and Scalp

A. Have the Hair Cut as Often as Is Needed to Keep It Looking Nice
  1. Short hair
  2. Long hair

B. Shampoo the Hair Once a Week or More Often If Needed

C. Use Proper Shampoo and Hair Tonic
  1. Oily hair
  2. Dry hair

D. Ask a Barber's Advice About Dandruff and Other Hair and Scalp Disease

E. Visit a Barber Shop in Town
  1. Enter the shop and wait your turn
  2. Price of a hair cut

II. Care of the Face

A. Face Should be Kept Clean

B. Pimples and Blackheads are Normal for Young People
  1. Ask barber's advice about these and other skin diseases

C. Proper Use of Cosmetics
  1. Face cream
  2. Lotions

III. Proper Clothes

A. Wear Right Combination of Clothes
  1. Sport clothes
  2. Dress clothes
  3. Work clothes

B. Keep Clothes Clean

C. Keep Clothes Well Pressed

D. Keep Shoes Shined

IV. Care of the Teeth

A. Regular Visit to See the Dentist

B. Teeth Should be Brushed Twice a Day

C. Use Good Dental Cream and Mouth Wash

V. Care of the Finger Nails

A. Keep Finger Nails Clean

B. Cut Nails to Proper Length and Shape

C. Do Not Bite Nails

D. Keep Cuticles Push Back

E. Finger Nails Should Be Filed Short for Some Types of Work

VI. Care of the Feet

A. Wear Shoes Suitable for the Occasion

B. Select Well Fitting Shoes

C. Try to Have at Least Two Pairs of Shoes

D. Care for the Toe Nails in the Same Manner as the Finger Nails

VII. Proper Care of the Body

A. Take a Bath Daily

B. Use a Good Deodorant

C. Shave as Often as Needed

Prevocational Training In Hospital

I. When Sickness Occurs

  A. Provide for Safe Disposal of Waste

  B. Hand Washing Technique

  C. Wear a Cover-all Apron

  D. Observe Evidence of Illness

  E. Take Temperature, Pulse and Respiration

  F. Keep a Patient's Daily Record

II. The Patient Goes to Bed

  A. The Meaning of Bed Rest

  B. How to Conserve Energy of Both the Patient and the Nurse Through Proper Body Posture

  C. How to Make an Occupied Bed

  D. How to Make a Patient Comfortable in Bed

  E. How to Improvise Articles for Maintaining Comfort and Good Bed Posture

III. The Clean and Well Groomed Patient

  A. How to Give a Bedpan and Care of the Bedpan

  B. Prepare for and Give a Bed Bath

  C. Care of the Mouth
    1. Normal teeth
    2. False teeth
    3. Critically ill patients

  D. Care of the Hair of Bed Patients

IV. Food and Medicine Ordered by the Doctor

  A. How to Feed the Sick

  B. Appraise the Home Medicine Chest

  C. Give Medicines Accurately and in Accordance with the Doctor's Orders

V. Simple Treatments Ordered by the Doctor

A. The Use and Care of the Hot-Water Bag and Ice Bag

B. Giving an Enema

C. Giving Steam Inhalations

D. Applying Hot Moist Compresses

VI. Home Nursing and Civil Defense

A. How to Get a Patient Up in a Chair and Back to Bed

B. The Relationship of Daily Care of the Sick to Emergency Mass Care
   1. Observing injuries and illnesses resulting from modern warfare
   2. Observing patients receiving intravenous injections
   3. Caring for patients coming out of anesthesia
   4. Measuring and recording urine output
   5. Assisting with emergency delivery
   6. Providing recreation in an emergency shelter
   7. Assisting with admission and discharge of a patient to an emergency center
   8. Applying a dressing
   9. Inspecting throats

VII. Emergency Nursing and Survival

A. Adopt Certain Home Nursing Procedures to Mass Care

B. Improvise Articles to Use in Mass Care

C. Learn What Supplies Should be Stockpiled at Home that Will Aid in Survival

VIII. Infant Care

A. Bath

B. Feeding

C. Clothing

D. Correct Holds for Lifting and Holding a Baby

CURRICULUM FOR PHYSICAL EDUCATION AND PERSONAL AND MENTAL HYGIENE
(Trainable and Educable Program)

CASWELL SCHOOL
KINSTON, N. C.

Dr. Frank Bedrock, Superintendent
Waylon L. Bissette, Director of Training and Education
Robert O'Neal, Recreation Director
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Introduction

Physical education is the sum total of man's activities selected as to kind and conducted as to outcome.

With this thought in mind, we have developed the following curriculum for the teaching of physical education to the retarded child. The aims, objectives and activities found in the following pages of this booklet are a result of several combined years of experience in the field of teaching physical education and health for the retarded child. We feel and sincerely hope that the information found in the following pages will be of value to anyone seeking information concerning the teaching of health and physical education to the retarded child.

Aims of Physical Education

The aim of the Caswell Physical Education Department is to furnish the children with selected activities that will aid them in becoming:

1. Physically Fit
2. Mentally Alert
3. Socially Secure
4. Morally Straight

Objectives of Physical Education Department

1. Through activities to develop good health habits, muscle tones, co-ordination and motor ability, and offer exercises that are wholesome to the extent that they allow the child to keep in good physical condition.
2. Through activities to stimulate the mind to a state of alertness that comes when mind and body are both in good physical condition and working harmoniously.
3. Through play to offer a situation whereby a child may develop leadership, self-control, respect for others and express ideas and in general become a good sport and a good citizen in the community.
4. Through activities to develop attitudes of clean wholesome living and create standards of conduct that are acceptable to our society.
5. Through classroom teaching to instill in each individual a more thorough knowledge of functions of the human body and to develop good personal health practices and habits.

Master Plan
(Educable)

I. Fall

- A. Individual Sports
  1. Swimming
  2. Tennis
  3. Badminton

- B. Team Sports
  1. Touch Football (Boys)
  2. Softball

- C. Stunts and Self-Testing Activities
  1. Skills Test (Physical)
  2. Elm. Tumbling

II. Winter

- A. Rhythm Activities
  1. Ballroom Dancing
  2. Square Dance
  3. Folk Dance
  4. Singing Games

- B. Team Sports
  1. Basketball

- C. Relays and Running Games
  1. Jumping Relays
  2. Running Relays (etc.)
  3. Games of Lower Organization
  4. Lead up Games

III. Spring

- A. Team Sports
  1. Volleyball
  2. Softball

- B. Individual Sports
  1. Shuffleboard
  2. Horseshoe
  3. Swimming
  4. Golf
  5. Track and Field Activities

Unit Plan for Basketball
(Educables)
Adapt This Unit Plan to Any Sport

I. Introduction

    A. History

    B. Equipment (use and care)

    C. Rules

II. Individual Skills

    A. Catching

    B. Passing
        1. Chest Pass
        2. Two-hand Underhand Pass
        3. One-hand Underhand Pass
        4. Bounce Pass
        5. One-hand Shoulder Pass
        6. Backward Pass
        7. Shove Pass
        8. Two-hand Overhead Pass
        9. Two-hand Shoulder Pass
        10. Hook Pass

    C. Dribble

    D. Goal Shooting
        1. Chest Shot
        2. Two-hand Overhead Shot
        3. Hook Shot
        4. Jump Shot
        5. Lay-up
        6. Foul Shot

    E. Feinting, Dodging, Pivot

    F. Jump Balls

    G. Rebounding

III. Basketball Lead-up Games

    A. Twenty-one

    B. Risk It

    C. Ladder Climb

IV. Defense Tactics

    A. Man to Man

    B. Zone

V. Offense Tactics

VI. Testing

Daily Lesson Plan
(Educable)

I. Dressing (8 min.)

II. Warm-up Exercise (Calisthenics) - Roll Call (8 min.)

III. Review (3 min.)

  A. Rules

  B. Skills

IV. New Material (Basketball skills or sport being taught.) (20 min.)

  A. Explain and Demonstrate

  B. Class Participation in Skills
    1. Passing Basketball
      a. bounce pass
      b. two-hand push pass
      c. overhand pass
      d. side pass

    2. Dribbling
      a. right hand
      b. left hand
      c. around objects

V. Scrimmage (15 min.)

VI. Dressing (6 min.)

CURRICULUM ACTIVITIES
(Trainable Boys and Girls)

1. MIMETICS

- Bear Walk
- Duck Walk
- Bird Hop
- Measure Worm
- Chop Wood
- Climb Ladder

2. RHYTHM ACTIVITIES

- Fundamental Rhythms
  - Walking
  - Hopping
  - Running
  - Skipping
  - Galloping
  - Marching
- Singing Games
  - Ba-Ba Blacksheep
  - Old Mother Witch
  - London Bridge
- Dances

3. STUNTS AND SELF-TESTING

- Forward Roll
- Knee Bend
- Backward Roll

4. HUNTING GAMES

- Run Rabbit Run
- Cat Mouse
- Deer and Dog
- Dodge Ball

5. STORY PLAYS

- Circus
- Indians
- Three Bears at the Beach

Master Plan
(Trainables)

I. Fall

  A. Rhythm Activities
    1. Walking
    2. Hopping
    3. Running
    4. Skipping
    5. Galloping
    6. Marching

  B. Sing Games

  C. Stunts and Self-Testing Activities
    1. Elm. Tumbling

  D. Relays and Games of Lower Organization

II. Winter

  A. Hunting Games
    1. Run Rabbit Run
    2. Cat and Mouse

  B. Dances
    1. Square

  C. Story Plays
    1. Circus
    2. Indians
    3. Three Bears

III. Spring

  A. Mimetics
    1. Bear Walk
    2. Duck Walk
    3. Bird Hop
    4. Measure Worm

  B. Dances
    1. Square

  C. Singing Games

Unit Plan for Rhythm Activities
(Trainables)

I. Teach Skills Walking, Hopping, Skipping, Galloping, Running, Marching

II. Practice Skills Through Relays, Childhood Rhythm Records, Story Plays

III. Evaluation

Lesson Plan
(Trainable)

I. Warm-up Exercises

  A. Arm Circle

  B. Toe Touching

  C. Jumping (etc.)

II. Review

  A. Running

III. New Material

  A. Explain and Demonstration

  B. Class Participation Without Music

  C. Class Participation With Music (Childhood Rhythm Album)

IV. Story Play (A walk through the woods and hopping over a brook, a stone, a stick, etc.)

Evaluation

Educable (Boys and Girls)

1. Attitude	10%
2. Participation	15%
3. Skill and Achievement	60%
4. Written Test	15%

Trainable (Boys and Girls)

1. Attitude	10%
2. Participation	15%
3. Skill and Achievement	75%

Personal and Mental Hygiene
Curriculum Activities

I. Sex Education

II. Communicable Diseases

III. Narcotics and Stimulants

Master Plan
Personal and Mental Health

I. Fall

- A. Sex Education
  - 1. Reproduction
    - a. Male
    - b. Female

  - 2. Menstruation

  - 3. Masturbation

  - 4. Sex Hygiene

II. Winter

- A. Communicable Diseases

  - 1. Venereal Diseases

  - 2. Respiratory Diseases

III. Spring

- A. Narcotics and Stimulants

  - 1. Alcohol

  - 2. Tobacco

  - 3. Drugs

Unit Plan
Sex Education

I. Introduction

A. Growth and Development

You are changing! Your body is beginning to change in physical structure. At the same time emotional changes are also occurring. What are the result of these changes? You become interested in the opposite sex. You experience new feelings and desires. The mysteries of sex become important to you.

Unfortunately, there are many false beliefs and unreliable information passed to young people by ignorant friends or misinformed individuals.

Such feelings need to be changed. It's only natural to want to know about your own body and its development. It's important that you do know because your attitude and actions are going to influence not only your own life but the life of other people.

B. What is Sex? (Refer to Understanding Sex Page 8)

II. Sexual Maturity (Female)

A. Physical Change (Few months to a year earlier than boys.)

The body begins to round out. A girl who has been lanky and angular now finds her legs, arms, hips and breast taking on the appearance of a mature woman. Hair appears in the armpits and pubic hair (hair around the sex or genital organs) begins to grow.

The major change is the beginning of menstruation and later the development of the egg cell.

B. Structure of Reproductive System (Inside the body)

1. Ovary
2. Fallopian Tubes
3. Uterus
4. Cervix
5. Vagina

C. Function

Reproductive activity begins with the maturation and discharge of an egg from the ovaries. The egg, when ready, is expelled from the ovary and is passed along the fallopian tube toward the uterus. Even before the egg leaves the ovary, the uterus is making ready to receive it in case it is fertilized. It is storing an extra supply of blood and mucus. If the egg is not fertilized the lining of the uterus breaks down and the blood and mucus pass into the vagina and out of the body. This discharge is called menstruation.

The process usually lasts from two to six or seven days and about two or three ounces of blood and mucus are released. This occurs about once in twenty-eight days.

The entire process from the time an egg ripens and leaves the ovary, including the menstruation period, is known as a menstrual cycle. In different girls the cycle may vary in length from twenty-five to thirty days and still be normal. It may be either longer or shorter by several days than the usual twenty-eight. These variations may be caused by sickness, nervous tension, emotional upset, or other unusual circumstances.

Women used to think that menstruation prevented them from carrying on their usual activities. Today we know that this is an untrue belief. While care at the time of the menstrual period is still necessary, the modern girls used to sports and physical activities have no difficulty during menstruation. She should guard against overwork, nervous tension, over exertion and against chills.

During the menstrual flow and particularly toward the end of the period, personal cleanliness is very essential. Warm soapy showers or local bathing of the genital area at least once a day should be part of her regular routine. Also frequent change of sanitary pads (about every two hours during the time of heaviest flow) is desirable for comfort and cleanliness.

III. Sexual Maturity (Male)

A. Physical Change

Boys grow more rapidly, their shoulders broaden, their bodies fill out and hair begins to grow in the armpits and around the genital organs.

A most interesting change in boys is the lowering tone of the voice. Sometime it occurs quickly with embarrassing breaks and squeaks and sometime the change is not noticeable. Also at this time a "fuzz" begins to grow on the face and the boy notices the beginning of a beard and mustache. These are signs that the boy is becoming a man.

B. Structure of the Reproductive System (Outside body)

1. Penis
2. Urethra
3. Seminal Vesicle
4. Testicle
5. Scrotum (outside body)

C. Function

The chief glands are the testicles or testis. They give off a substance called a hormone. This substance causes the voice change and the growth of hair. They also produce sperm cells, which in the process of reproduction, fertilize the egg of the female.

The male organs are largely on the outside of the body.

At times of sexual stimulation or excitement the spongy tissue of the penis becomes filled with a quantity of blood, which causes an erection or enlarging and hardening of the penis. An erection may result from some other cause than sexual stimulation, such as prolonged riding or a sudden fright. Morning erection which worries some individuals is quite common and normal. For some boys erections seem to occur unexpectedly and at the most embarrassing times. It is often due to nervous tension, but bothers few boys for long. The erect penis ranges from about four to seven inches in length.

Each testicle is a small, egg-shaped gland composed of many feet of tiny coiled tubes in which the sperm cells are produced. In the passage out of the body the sperm cells pass from the testis to the seminal vesicles. The sperm leaves the body through the urethra, the passage which opens at the head of the penis. This occurs at the climax of sexual excitement. Each emission of semen contains from 200,000,000 to 250,000,000 sperm cells.

Proper cleansing of the sex organs and the bodily surface around them is important. Some boys are circumcised, that is, the foreskin which otherwise protects the head of the penis has been removed usually in infancy to insure greater cleanliness. If this is not the case, the foreskin should be pulled back in bathing and the entire surface should be carefully washed.

IV. Common Worries of Boys and Girls

A. Seminal emission. Individuals not experiencing seminal emissions by other means some time have "wet dreams". These emissions are natural and normal and should cause no concern. Sexual dreams often accompany these emissions and are perfectly normal. Seminal emissions during sleep may result after a period of sexual excitement. Many boys report that emissions occur after they have experienced some definite sexual stimulation, such as that resulting from petting.

B. Physical Development

1. Some boys fear that sexual activity will hurt them physically, cause pimples or produce skin rash. They feel upset over thoughts of sex and sexual desires. They are bothered by occasional sex dreams.

2. Some girls worry about what is normal in menstruation, about the size and shape of their breasts. They may fear that they will not be attractive to boys.

If you do not understand many of your worries, talk with someone.who can help you for many worries about growing up sexually are needless.

C. Masturbation. This is a common practice among boys and not so common among girls. The act of masturbation itself is not harmful, but a young person needs to have an active and interesting social program. When one has a busy and constructive program, masturbation is not often used except as a release from sexual tension.

VI. Attitudes

A boy's or girl's attitude toward other boys and girls will determine how one acts. Will a boy think of girls as companions, good fun, and individuals whom he can enjoy in a social way, or will he think of them only as a means of satisfying his physical desires?

What attitudes are desirable?

It is important to think of sex as an emotional, mental and social part of living and less of it as being simply physical in nature.

Sex should be regarded as a subject in which you can and should take an open and wholesome interest rather than thinking of it as an embarrassing or spicy topic of conversation.

Sex behavior needs to be recognized as having a different meaning for boys than for girls.

Society is concerned with the kind of sexual behavior that occurs.

Attitudes are improved through proper knowledge. Use scientific vocabulary when you talk about sex. Avoid cheap talk about sex and telling dirty jokes.

Daily Lesson Plan

I. Review (5 min.)

   A. Growth and Development

   B. What is Sex?

II. New Material - Lecture (40 min.

   A. Sexual Maturity (Female)

      1. Physical Changes
      2. Structure
      3. Function

III. Filmstrip on Menstruation and Free Booklet on Menstruation

IV. Class Discussion (Question and answer period) 10 min.

Teaching Aids

I. Understanding Sex by Lester A. Kirkendall

II. Story of Menstruation - Free booklets

Evaluation

I. Testing

INDUSTRIAL ARTS CURRICULUM GUIDE

Caswell Center

1964

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Waylon L. Bissette, Director, Training and Education

Prepared by:
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INDUSTRIAL ARTS CURRICULUM GUIDE

Objectives:

1. Interest in Industry - To develop in each pupil an active interest in industrial life and in the methods and problems of production and exchange.

2. Appreciation and Uses - To develop in each pupil the appreciation of good design and workmanship and the ability to select, care for and use industrial products wisely.

3. Self-realization and Initiative - To develop in each pupil the habits of self-reliance and resourcefulness in meeting practical situations.

4. Co-operative Attitudes - To develop in each pupil a readiness to assist others and to join happily in group undertakings.

5. Health and Safety - To develop in each pupil desirable attitudes and practice with respect to health and safety.

6. Interest in Achievement - To develop in each pupil a feeling of pride in his ability to do useful things and to develop worthy leisure time interests.

7. Orderly Performance - To develop in each pupil the habit of an orderly, complete and efficient performance of any task.

8. Shop Skills and Knowledge - To develop in each pupil a measure of skill in the use of common tools and machines and an understanding of the problems involved in common types of construction and repair.

WOODWORKING

Woodworking Objectives:

1. To develop some skill in use of woodworking tools and machines.
2. To use those skills in making projects or repairs which will give personal satisfaction.
3. To learn the sources and uses of the wood being used.
4. To acquire information about the role of woodworking in the industrial environment.
5. To learn and apply certain kinds of wood finishes.
6. To learn to identify several common types of construction.

WOODWORKING

Related Information:

I. Planning:
A. Selection of project:
1. The student must complete a required project which involves the understanding of many processes and procedures.
2. The students are encouraged to select, design and plan their next project after completing the required project. This project should be more complex and the next more complex than before, etc. The projects may be for their personal use, their family, their living unit, their classroom, or other individuals but must be approved by the instructor.

B. Decide on Materials to be Used:
1. Student may select materials.
2. Teacher may assist in selection of materials or note available materials.

C. Work out a Plan of Procedure:
1. Students are encouraged to work out as much of the plan of procedure as possible.
2. Teacher may assist in advising correct or best procedure.

II. Layout:
A. Make layout of Design directly on Stock:
1. Layout designs may be made by using the square for accurate measure or straight lines.
2. Simple designs may be made by using a ruler to lay out work.
3. Curved lines or designs may be made by using a compass or a string bow.

B. Make or use Available Templates and Transfer Designs to Stock:
1. Templates of wood - students may make wooden templates or patterns, or use existing templates or patterns to transfer designs.
2. Templates of metal - students may make metal templates or use existing templates to transfer design.
3. Templates of paper - students may make paper templates or use existing templates to transfer design.

III Check Workmanship:
A. Test for Squareness:
1. Project should be checked for squareness with try square.
2. Large projects may be checked for squareness with a framing square.

B. Test for a True Surface with a Straight Edge when Surface has been Plan

C. Check layout of Template:
1. Use template to recheck layout of project.
2. A square or straight edge may be used to check work when template has been used.

Related Information (cont'd)

IV Using and Adjusting Cutting Tools:

A. Sawing - intended purpose and use of different types of saws:
   1. Ripsaw - the ripsaw is used for cutting a board with the grain of the wood.
   2. Crosscut saw - the crosscut saw is used for cutting a board across the grain.
   3. Backsaw - the backsaw is used for making fine cuts in cabinet work.
   4. Miter saw - the miter saw is used in an adjustable metal frame for cutting angles such as cutting picture frame molding.
   5. Coping saw - the coping saw has a small fine blade used for cutting curves, circles and other irregular cuts.
   6. Keyhold and Compass saws - the keyhold and compass saws are small fine pointed handsaws used for cutting curved or irregular cuts and working in close quarters.
   7. Jig or Scroll saw - the jig or scroll saw is a motor driven saw used for cutting curved or irregular and decorative work.

B. Planing - intended purpose and use of different types of planes:
   1. Block plane - the block plane is a small hand plane used for planing the end grain of a board. It has an adjustment for the depth of cut and a side adjustment for leveling the blade.
   2. Smooth plane - the smooth plane is a hand plane used for planing the surface and edges of short pieces of boards with the grain. It has a depth adjustment and a leveling adjustment.
   3. Jack plane - the jack plane is a larger plane than the others mentioned used for planing the surface and edges of longer surfaces. It has a depth adjustment and a leveling adjustment.

C. Scraping and Sanding:
   1. Hand scraper - the hand scraper is often used in refinishing surfaces where painted surfaces must be removed prior to sanding.
   2. Hand sanding block - the hand sanding block is used in sanding flat surfaces of projects. These blocks are made of metal, rubber or wood and often times just a block of wood may be used on a round rod for sanding curved surfaces.
   3. Disc sander - the disc sander is a motor driven circular piece of sandpaper mounted on a rubber disc; the attachment is mounted in an electric drill and is used for rough sanding, sanding old finishes, dressing down surfaces, or forming irregular surfaces.
   4. Belt sander - the belt sander is a motor driven sander using a cloth sanding belt which comes in fine to coarse grit belts. This machine is ideal for sanding large flat surfaces such as table tops, work bench tops, or other large areas.
   5. Orbital sander - the orbital sander is a motor driven sanding machine which uses one-half of a sheet of ordinary sandpaper. This machine orbits or vibrates and is usually used for the finish sanding of a project.

V Fastners, assembly and application of hardware:

A. Fastners:

1. Types and sizes of nails and screws:

a. Nails - the project itself will determine what type or size nail or screw is to be used. A project without too much stress or strain, the student may decide to nail the project together. If the project is to have a fine finish, he would use a finishing nail which could be set beneath the surface and the hole filled. A project where it does not matter about the nail head, a common nail may be used. The thickness and size of the material will determine the size and length of the nail.

b. Screws - a project with more stress or strain, a screw would usually be used. The thickness and size of the material will determine the size screw to be used and the project will determine the type screw to be used. If the project is to have a fine finish, a flat head screw which can be countersunk and filled would usually be used. Other screw heads are round, oval, hex, etc., which are usually exposed to the surface.

2. Other types of wood fastners:

a. Corrugated fastners - corrugated fastners are used to join two boards together; several may be used on each side of the joint to assure a good rigid joint.

b. Dowels - a dowel joint may be used for a butt joint of two boards; the dowel re-enforces the joint along with the glue.

c. Mending plates - mending plates are flat pieces of metal with several holes spaced on the piece of metal, which may be purchased or made. They are used for joining two pieces of boards together or to re-enforce a joint.

d. Corner brace - corner braces are flat pieces of metal with several holes spaced on the metal stock, and the metal is bent in a right angle; they may be purchased or made. They are used for joining two pieces of board together at right angles or to re-enforce a joint.

3. Use and application of wood glues:

a. White wood glue such as Welwood, Borden, LePages, etc., is used wherever possible to re-enforce the joints and make a much more rugged project. Care should be taken not to use too much glue, due to the mess involved and also sealing the pores of the wood where the project is to be stained. The white glue does not have to be mixed, it may be used directly from the squeeze bottle and may be stored for a fair length of time.

B. Assembling:

1. Assemble parts of project with nails, screws, glue, C Clamps, bar clamps, etc.

a. Project parts are measured, cut to fit according to plan specification.

b. Proper fastners are selected according to the project; nails, screws, etc.

2. Final assembly of project:

a. Project is nailed, screwed or glued together.

b. Nails may be set, screws countersunk and holes filled with plastic wood.

C. Application of hardware:
1. Selection of hardware - proper hardware must be selected for the project; hinges, hasp, hooks, etc.
2. Fitting hardware - proper location of hardware must be marked off and positioned for best results.
3. Application of hardware - after selecting and fitting of hardware, it is ready for application of each piece.

VI Preparing for finish and finishing:
A. Preparation of wood surface for finish:
1. Shaping - project may be shaped by using a chisel, draw knife, forming tool, scraper, etc.
2. Filling - project surface may be filled with plastic wood, wood filler, putty, etc., for an irregular surface.
3. Sanding - for a fine finish, the project surface must be sanded; one might use either a hand sanding block, belt sander, orbital sander or disc sander.
B. Preparation and application of different types of finishes:
1. Preparation - project surface should be brushed or blown with air to clean surfaces of sanding dust and foreign particles.
2. Application of finishes:
a. Enamels - enamel paint may be brushed or sprayed on the project.
b. Stains - stains may be applied with a brush or wiped on with a rag and then wiped off with a clean rag.
c. Varnishes - varnishes may be brushed or sprayed on projects.
d. Laquer - laquer may be brushed but in most cases is better sprayed.

VII Care and Use of Finishing Equipment and Supplies:
A. Cleaning and storing brushes after use:
1. Brushes used in enamel or varnish - brushes should be cleaned through several solutions of solvent for proper cleaning. Brushes may be dried or suspended in a solution of solvent for storage.
2. Brushes used in laquer - brushes should be cleaned through several solutions of laquer thinner for proper cleaning. Brush should be dried for storage.
3. Hardened brushes - in the event a brush should be left without cleaning, it may be left to soak in a paint brush cleaner, washed and allowed to dry.
B. Storage of paint and solvents:
1. Storage of paint - The cans' lid retainer ring should be cleaned of excess paint and the lid replaced tightly and should be stored in a cool, dry place.
2. Solvents - solvents should be stored in a covered metal container in a cool, dry place.

VIII Repairs and Refinishing:
A. Repair furniture, fixtures and other items for the living units, classrooms and other individuals.
B. Refinishing furniture, fixtures and other items for living units, classrooms and other individuals.

IX Health and Safety:

- A. Shop Safety Rules:
    - 1. Students should learn good shop safety rules.
    - 2. Each student should be assigned the task of maintaining good shop safety.
- B. Health rules observed in the shop:
    - 1. Each student should be informed of good health rules in the shop.
    - 2. Each student should be encouraged to observe good health rules in the shop.

X Shop Maintenance:

- A. Shop maintenance list should be set up to encourage good housekeeping.
- B. Maintenance list should rotate to give each student equal responsibility
- C. Responsibilities will vary in area working but should include fr example:
    - 1. Foreman - in charge of student operations, responsible to teacher.
    - 2. Safety man - in charge of maintaining proper safety habits and checking dangerous areas.
    - 3. Tool man - responsible for replacing tools used during class.
    - 4. Maintenance man - responsible for replacing unused material and cleaning shop after each class.

Related Project Ideas

1. Lock boxes
2. Birdhouses
3. Shoe shine boxes
4. Flower planters
5. Model boats and airplanes
6. Wooden gifts for Christmas and other special occasions
7. Puzzles and games
8. Projects in order to pass Boy Scout Merit Badge tests
9. Repairs, etc.
10. Bookends
11. Book rack
12. Trays
13. Wooden lamps
14. Pencil holders
15. Picture frames
16. Bird feeders
17. Small tables

LEATHERWORKING

Leatherworking Objectives:

1. To develop abilities in the use of leatherworking tools.
2. To utilize this ability in making and repairing articles made of leather.
3. To gain an understanding of sources, characteristics and use of leather materials.
4. To identify leathers as well as substitutes used in commerical articles.
5. To promote safety habits in the use of leather tools and equipment.

LEATHERWORKING

Related Information:

I. Planning and Development of Design:
   A. Student must complete a required project determined by the teacher, which teaches him the basic procedures.
   B. Student may select, design, and lay out their next project with the teacher's help.
   C. The student may use metal templates prepared by the teacher for other projects.
   D. The student must draw the design on the leather, cut out design with either knife or scissors, prepare leather by skiving edges, cement areas necessary, stick parts together, punch lacing slits and lace project.

II. Materials:
   A. Leather - scrap upholstery leather is used for most of the projects. For nicer projects for the advanced student, better grade leather is used.
   B. Leatherette - leatherette is used for upholstery work in covering cushions, footstools, etc.
   C. Suedine - suedine is used for lining leather projects and is cemented to the flesh side of the leather.
   D. Lacing - best results is obtained with the use of goat lacing for the lacing process because it is easy to splice, and easy to mend when broken. In some projects, the pyro-plastic lacing is used; the goat lacing is more expensive, but the end product is more desirable and durable.
   E. Rubber cement - rubber cement is used for a temporary bond until the holes can be punched and laced; it is also used for cementing linings in place.
   F. Snaps - the snap comes in four parts and is set in place by using a snap setter.
   G. Eyelets - the eyelet is used when a hole is needed in a project to prevent the hold from spreading or tearing.
   H. Key plates - key plates are used in constructing key cases.
   I. Wing inserts and binders - wing inserts and binders are used in making a picture compartment for billfolds.
   J. Rivets - rivets are used to join two pieces of leather together and to re-enforce a joint.

III. Hand tools and equipment - Names and Uses:
   A. Ball point pen - used for marking layout on leather.
   B. Pocket knife - used for cutting out designs.
   C. Leather scissors - used for cutting out designs.
   D. Skiver - used for dressing off edges of leather so they may be cemented.
   E. Thonging chisel - used for punching slits for the lacing.
   F. Rotary punch - used for punching holes for eyelets, snaps, etc.
   G. Eyelet setter - used for flaring eyelets.
   H. Snap setter - used for setting snaps.

Related Information (cont'd)

I. Rawhide Mallet - used for tamping lacing, driving the snap setter driving tooling tools, etc.
J. Pliers - used for crimping needles on the lacing, straightening needles, pulling needles through tight holes, etc.
K. Needles - used for lacing projects.

IV Cementing Process:
A. Edges - in making a billfold, the pieces must be cemented temporarily until holes can be punched and laced.
B. Lining - when living a project, the lining must be cemented to the leather.
C. Lacing - the white wood glue has proven satisfactory for cementing splice joints, repairing breaks, etc. Both ends of the lacing must be skived at a level to give an even joint.

V Lacing Process:
A. Punching holes or slits - the thonging chisel or punch is used for making the holes for the lacing to pass through.
B. Stitches - three commonly used stitches are the whip stitch, the single buttonhole and double buttonhole stitches.
C. Ending the lacing - the proper ending of the lacing is necessary to give the correct finish to the project. There are two endings necessary, one where the lacing ends back at the starting point and one where the lacing does not completely encircle the project.

VI Accessories:
A. Rivets - the "Speedy" rivet is a two piece rivet which is hammered together to set it.
B. Snaps - the snap is set in place by using the snap setter; it consists of an anvil and striker. The striker is hit with a mallet to set the snap.
C. Eyelets - the eyelets are flared by using an eyelet setter.
D. Miscellaneous hardware - other pieces of hardware may be installed, such as bag clasps which require only a knife and pliers to install.

VII Repairs:
A. Relacing billfolds - the old lacing must be removed and new lacing laced.
B. Relacing shoulder and hand bags.
C. Repairing other leather items.

Related Project Ideas

1. Small pre-cut projects
2. Small hand cut projects
   a. change purse
      comb case
   c. key case, etc.
3. Billfold - children's, ladies, men
4. Shoulder and hand bags
5. Moccasins
6. Link belts
7. Small upholstery projects (leather and leatherette)
8. Gun holsters
9. Leather repairs, etc.

CERAMICS

Ceramic Objectives:

1. To develop an appreciation and ability in ceramics.
2. To gain an understanding of sources and uses of ceramic materials.
3. To develop a knowledge of the procedures, tools and equipment.
4. To provide an outlet of physical and mental tensions and frustrations.

CERAMICS

Related Information:

I. Planning and Methods:
  A. Free forms - in free form modeling, the student may decide on his project and determine the method of making the project.
    1. Pinch pot method - the pinch pot method makes use of ball of clay and the design is pinched in the shape desired.
    2. Slab method - the slab method makes use of a ball of clay which can be patted into a slab or rolled out using a rolling pin. The edges may be turned up or a thin edge may be attached to form the design.
    3. Coil method - the coil method uses long rolls of clay which are coiled into the desired design.

  B. Potters wheel - in using the potters wheel, a pre-determined design should be in mind rather than working to a chance design. A ball of clay is prepared and thrown as nearly center of the plate as possible; while operating the wheel slowly center the piece of clay. The thumbs are inserted in the center and then the piece is ready to raise. Practice is required to prefect this art.

  C. Slip Casting - slip casting is one of the more simple forms of ceramics, in the design is pre-determined, but it is one of the more decorative forms. The desired mold is selected, filled with prepared slip; when the desired thickness of the walls has been obtained, the excess if poured out, allowed to dry until the mold will separate and the piece removed.

II Hand Tools and Equipment:
  A. Hand Tools:
    1. Fettling Knife - used for trimming off excess clay, trimming up parting lines, etc.
    2. Modeling tools - used for modeling free forms, shaping, sculpture work, and making designs on the potters wheel.
    3. Rolling pin - used for rolling out flat slabs of clay for free form designs.
    4. Sponge - used for sponging up excess water, smoothing up irregular surfaces, smoothing off parting lines after trimming, etc.
    5. Brushes - large to small brushes are used for painting designs in underglaze, brushing on glaze, etc.
    6. Finishing rubber - a finishing rubber is a kidney shaped piece of plyable rubber for smoothing and finishing pottery. They may be also used as a finishing and shaping tool for pottery on the potters wheel.
  B. Equipment:
    1. Kiln - used for firing ceramic ware, both bisque and glaze ware.
    2. Kiln shelfs and supports - used in kiln for stacking ceramic ware.
    3. Potters wheel - used for turning pottery out of clay bodies. It has a knee control for variable speeds, arm rest and water container.

4. Modeling and decorating wheel - used for free form modeling, shaping, forming and decorating of ceramic pieces.
5. Molds - Plaster-of-Paris molds are used with slip casting. They are in various shapes and designs and may be used many times with proper handling.
6. Wedging board - used for cutting moist clay to evenly distribute moisture throughout the clay and for picking trash out of the clay.
7. Spray gun - used for applying underglazes, glazes, etc.

III Decorating Methods and Techniques:

A. Slip and engobes:
   1. Painted - designs may be painted on the clay bodies with a brush with different colored slips or engobes.
   2. Slip tracing - designs may be applied by tracing outlines with slip.
   3. Sgraffito - this method is done by coating the clay body with another colored slip or engobe and scratching a design through the outer layer exposing the original clay body.
   4. Spray - designs may be sprayed on the clay body by the action of heavy to light spraying. Also, stencils may be used to transfer designs on clay bodies.

B. Stamped or impressed - designs may be stamped or impressed on the green clay body while the clay body is still moist.

C. Carved - designs may be carved on the clay body while the piece is leather hard or dried.

D. Modeled - designs may be modeled on either free forms, modeled pieces, slip castings, etc.

E. Underglazes - underglazes are applied similar to water coloring the piece.

F. Glazes - the glaze is the finishing process over the clay body, and it may be a form of decoration depending on the manner in applying or type used.

IV Preparation and Application of Glazes:

A. Preparation of glazes - powdered glazes must be mixed with water to a creamy consistancy for brushing and fairly thin for spraying. A gum solution may be added to make the glaze adhere better.

B. Application of glazes:
   1. Brushing - in brushing glazes, it is important to have a good brush, and the glaze should be laid on the piece instead of actually brushing. It is better to apply several thin coats instead of one heavy coat.
   2. Dipping - pieces may be dipped into a large container of glaze solution; this is one of the commerical processes which gives an even coverage.
   3. Pouring - glaze may be poured over the pieces; this method also gives an even coverage, but may have a washing effect.
   4. Spraying - glaze can be sprayed on the pieces with a spray gun which is also a commercial process; this method also gives an even coverage, and reduces the amount of handling.

C. Handling of glazed ware - glazed ware should be handled with care to prevent removal of glaze; and in firing it, must be placed on stilts to prevent the pieces sticking to the kiln.

D. Care of glaze material - glaze material should be stored in a dry place to prevent it from hardening; and after mixed, it should be labeled as to color and firing range.

V Firing and Kiln Maintenance (to be done by teacher)
   A. Kiln Firing:
      1. Loading of green ware - in loading green ware, pieces may be placed on top of each other with care and may touch.
      2. Loading of glazed bisque - much more care must be taken in loading glazed bisque; the pieces may not touch in any manner and must be placed on stilts to prevent sticking to the bottom of the kiln.
      3. Firing - the actual firing will vary in different kilns and the firing time can be determined by using a pyrometric cone. If the kiln is equipped with a low, medium, and high heat, it is best to raise the heat gradually. Precaution should be taken to keep the kiln door closed during firing due to the intense heat.
   B. Opening and Unloading of Kiln:
      1. Opening kiln - the kiln should be allowed to cool overnight after firing; and when the door is opened, it should be done gradually to prevent the glaze from cracking.
      2. Unloading - caution should be taken in unloading that the pieces have completely cooled to prevent burning one's hands, and rough edges should be grounded or sanded off the bottom of pieces after removal of stilts.

Related Project Ideas

1. Casted items from available molds
2. Pottery thrown on potter's wheel
3. Hand formed projects
   a. ash tray
   b. vase
   c. hot mats
   d. figureens, etc.

CRAFTS

Crafts Objectives:

1. To develop some skill in the use of one's hands in developing simple projects.

2. To develop an interest in a potential hobby for leisure time.

3. To develop an interdst and appreciation for handwork.

4. To provide an outlet for physical or mental tensions and frustrations.

CRAFTS

Related Information:

1. Planning:
   - A. Selection of project - student must select various craft projects and determine what materials are necessary.
   - B. Individual instruction - the teacher will assist in determining the proper precedures in performing the various crafts.

II Popcicle sticks:
   - A. Baskets:
     - 1. Round baskets - round baskets can be made by following the prepared molds.
     - 2. Oval baskets - oval baskets can be made by following the prepared molds.
   - B. Lamps and shades - lamp bodies may be made as a free form or may be made following prepared mold. The shade is a variation of the round basket.
   - C. Jewel or cigarette box - these projects are usually free formed.

III Paint-by-the-Number Pictures:
   - A. Teacher may point out special instructions for the particular project.
   - B. Painting - use properly numbered paint to correspond to number on picture. Brush should be cleaned in changing from one paint to another.

IV Gimp Braiding:
   - A. Lanyards - four strand braiding in the spyral design or diamond design.
   - B. Key or watch strap - similar to the lanyard, using same precedure but on a smaller scale.
   - C. Bracelets - the bracelet is made by lacing the gimp around a short length of metal banding strap; and when completed, is bent to shape.

V Wrake Knitting - a wrake knitting frame is used which comes in various sizes. The frame is a manufactured piece which consists of a hoop with pegs and the yarn is wrapped around the pegs and knitted off the pegs.

VI Spool Knitting - spool knitting is done with a common thread spool with four nails in one end; the twine is wrapped around the nails and then knitted off the nails.

VII Tack - N - Tint - The tack-n-tint project has to be water colored, tacked together and a protective varnish coat applied.

Related Project Ideas

1. Popcicle stick baskets - round and oval
2. Popcicle stick lamps
3. Popcicle stick jewel and cigarette boxes
4. Paint-by-the-number pictures
5. Gimp lanyards
6. Gimp key straps
7. Gimp covered bracelets
8. Scarfs
9. Stoles
10. Rugs
11. Tack-n-tint napkin holders
12. Tack-in-tint tie racks
13. Tack-in-tint egg timers
14. Tack-in-tint note holders

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